BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng chủ biên) – NGUYỄN THỊ CHI (Chủ biên)
LÊ KIM DUNG – PHAN CHÍ NGHĨA – LƯU QUÝ KHƯƠNG
VŨ MAI TRANG – LƯƠNG QUỲNH TRANG
Với sự cộng tác của DAVID KAYE

Tiếng Anh 6

SÁCH GIÁO VIÊN

TẬP MỘT

(Tái bản lần thứ hai)

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM   TẬP ĐOÀN XUẤT BẢN GIÁO DỤC PEARSON

CONTENTS

INTRODUCTION

TIẾNG ANH 6 is the first of a four-level English language textbook for Vietnamese students of lower secondary schools learning English as a foreign language (EFL). It follows the systematic, cyclical and theme-based syllabus approved by the Ministry of Education and Training in October 2011, which focuses on the use of language (pronunciation, vocabulary, and grammar) to develop the four language skills (listening, speaking, reading and writing).

THE COMPONENTS OF THE TEXTBOOK

The complete learning set of **TIẾNG ANH 6** consists of **THE STUDENT'S BOOK**, **THE TEACHER'S BOOK** and **THE WORKBOOK.**

THE STUDENT'S BOOK

The Student's Book contains:

- the book map: Introducing the basics of each unit
- 12 topic-based Units, each covering 8 sections to be taught in seven 45-minute lessons
- 4 Reviews, each providing revision and further practice of the previous three units, to be dealt within two periods
- Glossary: giving meaning and phonetic transcription of the new words in the units

THE TEACHER'S BOOK

The Teacher's Book gives full procedural notes for teaching different parts of each unit. The answer keys to the exercises in the Student's Book and the transcriptions are also given in the Teacher's Book.

THE WORKBOOK

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- further practice for the language and skills taught in class, and
- four additional tests for students' self-assessment.

THE CD

THE COMPONENTS OF EACH UNIT

There are 12 main units in the Student's Book. Each unit has eight sections, providing material for 7 classroom lessons of 45 minutes. These 12 richly illustrated, cross-curricular and theme-based units focus on offering students motivation, memorable lessons and a joyful learning experience. At the beginning of every unit, there are explicit learning contents clearly stating the main language and skills to be taught in the unit.

SECTION 1: GETTING STARTED

This section occupies two pages and it is designed for one 45-minute lesson in class. It begins with a conversation followed by the activities which introduces the topic of the unit; it then presents the vocabulary and the grammar items to be learned and practised through the skills and activities of the unit.

SECTION 2: A CLOSER LOOK 1

A Closer Look 1 and A Closer Look 2 are each designed to be taught in one 45-minute period.

A Close Look 1 presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. Two or three sounds, which appear frequently in the unit, are given and practised in isolation and in context. There are different exercises focusing on intensive practice of vocabulary and pronunciation.

A grammar item may also be included in this section.

SECTION 3: A CLOSER LOOK 2

This sections deals with the main grammar point(s) of the unit. The new language point is presented in a short text or a talk/interview. There are clearly explicit grammar tables and exercises which are well illustrated to help students remember and use the grammar items effectively. The 'Remember' boxes appear wherever necessary and help students to avoid common errors.

A Closer Look 1 and A Closer Look 2 cover three pages; they mainly give language focus and practice of receptive skills.

SECTION 4: CULTURE & COMMUNICATION

This section is designed to help students use the functional language in everyday life contexts and consolidate what they have learned in the previous sections. It also gives students opportunities to learn and apply the cultural aspects of the language learnt to their lives, and provides cultural information about Viet Nam and other countries in the world. The vocabulary is clearly presented in boxes wherever it is needed.

SECTION 5: SKILLS 1

Skills 1 and Skills 2 each covers one page and is designed to be taught in one 45-minute period. Skills 1 comprises reading (receptive skill) and speaking (productive skill).

Reading

This activity aims to develop students' reading abilities. The reading text is often based on the vocabulary and structures that students have previously acquired to make the activity achievable. It is always interesting and relevant to the students, and links with the topic of the unit. Important new vocabulary is introduced in the text and practised in a follow-up activity.

The reading also provides input for the speaking that follows.

Speaking

This activity aims to provide further practice which supports students in their production of speaking English freely, using the recently practised language in combination with the previously learnt one in new contexts.

SECTION 6: SKILLS 2

Skills 2 is composed of listening (receptive skill) and writing (productive skill).

Listening

The listening activity follows the oral practice in Speaking to provide students an opportunity to listen to the language that they have practised orally and train them to listen for general and specific information.

Writing

This section focuses on developing students' writing skills. It normally involves one of the text types required for the Students' skill development. There is a writing tip or a guideline which is very useful to help them to write effectively. The result of the writing activity must be a complete piece of writing, and ideally it is marked by the group/ class/ teacher.

SECTION 7: LOOKING BACK & PROJECT

This section covers two pages and should be dealt with in one period.

Looking back recycles the language from the previous sections and links with the topics. Various activities and exercises are designed to help students consolidate and apply what they have learnt in the unit. Through the students' performance of this section, teachers can evaluate their study results and provide further practice if necessary.

The project helps students to improve their ability to work by themselves and in a team, and extend their imagination in a field related to the unit subject. The teacher can use this as an extra-curricular activity (for groupwork) or as homework for students to do individually.

REFERENCE ON SKILLS AND LANGUAGE TEACHING

1. TEACHING READING

Reading is the first of the four language skills that receives special attention in **Tiếng Anh 6**.

- The reading activities in **Tiếng Anh 6** aim to help students develop sub-skills such as skimming for gist and scanning for details.
- In developing reading skills, students are taught to read aloud, following the pictures and the texts in the Student's Book. This provides an implicit opportunity for students to practise their pronunciation and intonation.
- Explanations should be given to students when they do not understand the meaning of a word. Some reading strategies such as focusing on familiar words, guessing unfamiliar words in a logical context, etc. should be taught to students.
- Before teaching the text, the teacher should encourage students to guess what the text is about, what new words will appear in the text, etc.

2. TEACHING SPEAKING

Speaking in **Tiếng Anh 6** is of two forms: spoken interaction and spoken production. The first refers to the ability to ask and answer questions and handle exchanges with others. The second refers to students' ability to produce language appropriately and correctly.

Speaking activities should include :

- Pronunciation: this is practised through dialogues, games, rhymes and songs. Through these forms, students practise the stress, the rhythm and the intonation patterns of English in a natural way. It is crucial to provide students with lots of models and to build up their confident acceptance of approximate correct pronunciation.
- Repetition: this helps students to memorise vocabulary and 'chunks' of language. Repetition and classroom routines build up an expanding repertoire of English that helps students understand and respond to a situation as a part of communicative interactions in class. The best strategy is to provide lots of opportunities for students to practise with a secure feeling through choral repetition of action rhymes and games. It is also important to establish some classroom routines such as greetings and saying goodbye at the beginning and the end of the lessons, asking for permission, saying common classroom expressions such as *I don't understand*. *Could you say it again, please? May I ask you a question?* or answering a question, *I don't know. I think/guess* ..., and *Perhaps* ...
- Pair work/ group work and class presentations help students to talk freely in a language situation related to the topic of the unit. This also makes students feel secure and promotes their confidence in speaking.

Error correction should be done cautiously by the teacher. When students are talking, teachers should not stop them to correct their mistakes. Mistakes should be analysed and only repeated ones should be given afterwards and corrected collectively.

3. TEACHING LISTENING

Through listening, students become familiar with the sounds, rhythms and intonation of English. When listening to English, students are actively engaged in constructing meaning and making sense of what they hear, using their knowledge and the clues provided by the context. So it is very important to teach students to be aware of the reason for and purpose of listening, the content of the listening text and the speaker's voice.

Before listening, teachers should motivate and engage students in the listening activity; encourage them to predict the listening content, and introduce the new language or vocabulary which occurs in the listening text.

The listening activity should aim to help students understand spoken English and develop sub-listening skills such as listening for gist or listening for details.

After listening, students are to show their listening comprehension in front of the class, and to provide a follow-up spoken/written activity such as speaking, or writing down what students have listened to.

4. TEACHING WRITING

The writing activity aims to develop students' basic writing skills in English. Its emphasis is on providing writing techniques for a particular genre: e-mail, an informal letter, a webpage for example as well as practising the spelling of familiar vocabulary and sentence patterns. Teaching writing can be divided into three stages: *before writing, while writing* and *after writing*.

- *Before writing* helps students understand why they write and provides them with the language input to express their ideas in English.

- *While writing* helps students work independently under the teacher's guidance and supervision.
- *After writing* helps students consolidate their writing skills through a follow-up activity such as making a draft, copying the draft into students' notebooks or on a clean sheet of paper, focusing on neatness, spelling, punctuation, use of words, sentence structures, and organisation of the writing.

5. TEACHING PRONUNCIATION

Teaching pronunciation consists of teaching phonetics (sounds in isolation and in context), rhymes, chants, and songs. With the knowledge of phonics students have learned in previous years, students are able to improve their speaking and reading skills because they can identify the spelling and pronunciation patterns of listening texts and decode them quickly. The teacher should focus students' attention on the letter(s) and its/ their sound(s) in words, and model the new sounds a few times for students to repeat.

In teaching pronunciation it is advisable that the teacher should introduce the context in which the new sounds are embedded; teach new vocabulary, using flashcards, pictures, etc; and mime the lines if possible; focus students' attention on the letter(s) and its/their sound(s) a few times for students to repeat; play the recording a few times, having students repeat each line of the song/rhyme/chant and clap the words containing the focused sounds; organise students to work in pairs and groups to practise the song/ rhyme/ chant; and call on some volunteers to perform the song/rhyme/chant at the front of the class.

6. TEACHING VOCABULARY

Teaching vocabulary helps students understand, memorise and use words appropriately in their specific contexts. Students at lower secondary level still learn chunks of English which combine vocabulary and grammatical patterns in an unanalysed way. Therefore, it is crucial to give students plenty of time to practise, memorise, recycle, and extend their vocabulary and grammar in meaningful contexts. Regular recycling of vocabulary helps students meet the same words embedded in different contexts and activities again and again. When teaching vocabulary, it is important to help students recognise, practise and memorise vocabulary. These can be done by using visual aids, by allowing students to listen and repeat the word, by explaining their meaning, using definitions, pictures, flashcards, and translation if necessary; and finally, getting students to practise, using the word with a range of spoken or written activities which can be done individually or in pairs.

7. TEACHING GRAMMAR

Teaching grammar helps students use correct grammatical patterns to express their ideas in specific contexts.

Grade 6 students of English already know some English grammar based on formulaic sequences and a lot of grammar points met in the context of dialogues, readings, chants, rhymes, stories and songs they have learnt in primary schools.

One way to enable students' language awareness is drawing their attention to specific language patterns or features of grammatical forms and, if necessary, comparing or contrasting these with corresponding patterns and forms in Vietnamese. The appropriate techniques to be used to teach students are:

- focusing students' attention on the new grammatical patterns in the texts
- providing models for students to practise the new grammatical item in a spoken or written activity, using the cued pictures or prompts in their books
- reinforcing the new grammatical item with a variety of spoken and written activities

8. PAIR WORK/ GROUP WORK

Students should be given clear instructions about what they are expected to do and say. The following are some suggested teaching steps.

- *Whole class*. Elicit/ Teach/ Model the focus language (words, phrases or structures). Then write them on the board.
- *Model*. Perform the focus materials yourself or ask a pair to demonstrate in front of the class. Help and guide them to interact in a reasonably structured manner. This will enable the freer stage of independent pair work/group work that will follow.
- Students practise in pairs or groups. Monitor the activity and offer help if necessary.
- Ask a confident pair or some volunteers to perform the task for the rest of the class.
- *Whole class.* At the end of the activity, there should be some writing activity to reinforce or consolidate students' understanding.

It is noted that all of the procedures written in this book are only suggestions. Teachers may adapt these or design their own ones to suit their students and real teaching contexts.

Unit 1 MY NEW SCHOOL

THIS UNIT INCLUDES:

VOCABULARY
School things and activities

PRONUNCIATION
Sounds /əʊ/ and /ʌ/

GRAMMAR
The present simple and the present continuous
Verb *(study, have, do, play)* + Noun

COMMUNICATION
Talking about and describing a school
Talking about and describing school activities

GETTING STARTED

A special day



1 Listen and read.

Phong: Oh, someone's knocking at the door.

Phong's Mum: Hi, Vy. You're early. Phong's having breakfast.

Vy: Hi, Mrs Nguyen. Oh dear, I'm sorry. I'm excited about our first day at school.

Phong's Mum: Ha ha, I see. Please come in.

Vy: Hi, Phong. Are you ready?

Phong: Yes, just a minute.

Vy: Oh, I have a new friend. This is Duy.

Phong: Hi, Duy. Nice to meet you.

Duy: Hi, Phong. Nice to meet you too. I live here now. I go to the same school as you.

Phong: That's good. School will be great – you'll see. Hmm, your schoolbag looks heavy.

Duy: Yes, it is. I have new notebooks, a new calculator, and new pens.

Phong: And you're wearing the new uniform Duy. You look smart!

Duy: Thanks, Phong.

Phong: Let me put on my uniform too. Then we can go.

Vy: Sure, Phong.

Objectives:

By the end of this unit, students can:

- pronounce correctly the sounds /əʊ/ and /ʌ/ in isolation and in context
- use the lexical items related to the topic 'My New School'
- use the combinations: *to study, to have, to do, to play* + Noun
- use the present simple and the present continuous
- ask appropriate questions when making new friends at a new school
- read for specific information about schools, and read e-mails and webpages
- talk about school activities, subjects, and what Ss do at school
- listen to get information about school activities
- write a webpage for their school, using correct punctuation

Introduction

As it is the first lesson of the school year, T should let Ss introduce themselves and/ or introduce some warm-up activities.

Focus on the characters, Phong, Vy and Duy, and the key language and structures to be learnt. Write the title on the board 'A special day'. Explain the meaning of 'special' and ask Ss to guess what the picture might show or what the conversation might be about. Let Ss open their books and check their answers.

GETTING STARTED

A special day

1 Ask Ss questions about the picture:

E.g. What is Phong doing? Who are Vy and Duy? …

Ask Ss why it is a special day.

Play the recording. Ss listen and read.



a **Are these sentences true (T) or false (F)?**

1. Vy and Duy are early.
2. Phong is eating.
3. Duy is Phong's friend.
4. Duy lives near Phong.
5. Phong is wearing a school uniform.

b **Find these expressions in the conversation. Check what they mean.**

1. Oh dear.
2. You'll see.
3. Come in.
4. Sure.

c **Work in pairs. Create short role-plays with the expressions. Then practise them.**

Example:

A: *Oh dear*. I forgot my calculator.

B: That's OK, you can borrow mine.

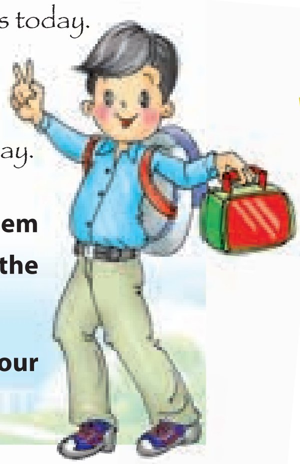
A: Thank you.



Can you extend your conversation?

2 Listen and read the following poem.

Get up, Nam
Get up, Nam
You're going back to school
Your friends are going back to school, too.
The new school year starts today.
You've got nice shoes
You've got new pens
Your friends are on their way.



a **Work in pairs. Write a poem about your partner. Use the poem above to help you.**

b **Now read the poem to your partner.**

3 Match the words with the school things. Then listen and repeat.



1. ____________



2. ____________



3. ____________



4. ____________



5. ____________



6. ____________



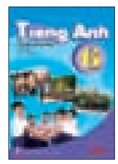
7. ____________



8. ____________



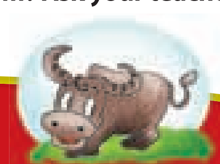
9. ____________



10. ____________

a. bicycle	f. notebook
b. pencil sharpener	g. ruler
c. calculator	h. textbook
d. rubber	i. pencil case
e. compass	j. schoolbag

4 Look around the class – what other things do you have in your classroom? Ask your teacher.



Learning tip

Draw pictures next to new words in your vocabulary book.

Example:



calculator

a Ss work independently. Allow them to share answers before discussing in groups or as a class.

Key:	**1.** T	**2.** T	**3.** F	**4.** T	**5.** F

b Tell Ss to refer back to the conversation to find the expressions. Practise saying them together (play the recording again if necessary). Explain the meaning (or give synonyms) to Ss, then give some examples.

Key:

1. used to express surprise (negative)	**2.** 'You'll find out.'
3. used to invite sb in	**4.** used to say 'yes'/ 'alright'

c Ask Ss to role-play the short conversations in pairs before creating short role-plays.

More able Ss can try to extend the conversation.

2 Play the recording. Let the whole class read the poem with the right intonation and rhythm. Ask questions to check Ss' understanding of the poem. Then Ss work in pairs and write a poem about their partner, then read the poem aloud.

Example:

Khanh is going back to school today.
His friends are going back to school, too.
His new school year starts today.
He's got a nice schoolbag.
He's got a new bike.
His friends are on their way.
………………..

3 Ask Ss to match the words with the school things. Play the recording. Ss listen and repeat. Then let them practise saying the names of school things. Help explain the meaning if necessary, e.g. use visual aids in the classroom. Then ask Ss to write the correct words in the spaces. Allow Ss to check their answers (in pairs or in groups).

1 - b pencil sharpener	**2 - e** compass	**3 - j** schoolbag	**4 - d** rubber
5 - c calculator	**6 - i** pencil case	**7 - f** notebook	**8 - a** bicycle
9 - g ruler	**10 - h** textbook		

4 Tell Ss to look around the class. Ask what they see around them/ what they have (point to each student): table, desks, noticeboard, pictures … . Then let them practise the words, and make up sentences with the words if there is time.

Learning tip

Recommend that Ss have a vocabulary book in which to write new words they learn every day. Tell them to draw a picture next to the word. T illustrates on the board. If it is impossible to draw pictures, Ss can give synonyms or explanations, or write the Vietnamese equivalent.

A CLOSER LOOK 1

Vocabulary

1 Listen and repeat the words.

physics	exercise
English	vocabulary
history	football
homework	lessons
judo	music
school lunch	science










2 Work in pairs. Put the words in 1 into groups.

play	do	have	study



Can you add more nouns to the groups?

3 Put one of these words in each blank.

lessons	football
science	judo
homework	

1. I do _____ with my friend, Vy.
2. Duy plays _____ for the school team.
3. All the _____ at my new school are interesting.
4. They are healthy. They do _____ every day.
5. I study maths, English and _____ on Mondays.

4 Write sentences about yourself using the combinations above.

Pronunciation

/əʊ/ and /ʌ/

5 Listen and repeat. Pay attention to the sounds /əʊ/ and /ʌ/.

1. /əʊ/: jud**o** g**o**ing h**o**mework **o**pen
2. /ʌ/: br**o**ther M**o**nday m**o**ther m**o**nth

6 Listen to the words and put them into two groups.

/əʊ/	/ʌ/
_______	_______
_______	_______
_______	_______
_______	_______
_______	_______

some
rode
don't
hope
Monday
homework
month
come
post
one

7 Listen and repeat. Underline the sounds /əʊ/ and /ʌ/ you hear.

1. They are going to open a new library.
2. I'm coming home from school.
3. His brother eats lunch in the school canteen.
4. The new school year starts next month.
5. My brother is doing his homework.
6. He goes to the judo club every Sunday.

A CLOSER LOOK 1

Vocabulary

1 Play the recording and let Ss listen. Play it again and pause for them to repeat each word. Correct their pronunciation.

2 Let Ss work in pairs, putting the words in **1** into groups. Then check their answers. Explain to them which words go with each verb.

play	***do***	***have***	***study***
football	homework	school lunch	physics
music	judo	lessons	English
	exercise		history
			vocabulary
			science

3 Tell Ss to do the task individually. Call on some Ss to write on the board, then check their answers.

Key: **1.** homework **2.** football **3.** lessons
4. judo **5.** science

4 Ask Ss to write sentences about themselves in their notebooks, using the combinations above. They can write as many sentences as possible.

E.g: *I/ We have English lessons on Tuesday and Thursday.*

………………………………………

Pronunciation

/əʊ/* and */ʌ/

5 Let Ss practise the sounds /əʊ/ and /ʌ/ together. Ask Ss to observe the T's lip positions for these two sounds. Play the recording and ask Ss to listen and repeat. Play the recording as many times as necessary.

6 Play the recording twice. Allow Ss to work individually. Then let them check their answers in groups. T may call on some Ss to write their answers on the board. Correct their mistakes.

Key:

Sound /əʊ/ :	rode	don't	hope	homework	post
Sound /ʌ/ :	some	Monday	month	come	one

Audio script:

some	rode	don't	hope	Monday
homework	month	come	post	one

7 Play the recording. Let Ss repeat sentence by sentence. Help them recognise the two sounds, then underline them in the sentences.

1. They are going to open a new library.
2. I'm coming home from school.
3. His brother eats lunch in the school canteen.
4. The new school year starts next month.
5. My brother is doing his homework.
6. He goes to the judo club every Sunday.

A CLOSER LOOK 2

Grammar

The present simple - the present continuous

1 **Miss Nguyet is interviewing Duy for the school newsletter. Write the correct form of the verbs.**



Miss Nguyet: Tell us about yourself Duy.

Duy: Sure! I live near here now. This is my new school. Wow! It (1. have) _____ a large playground.

Miss Nguyet: ___ you ____ (2. have) any new friends?

Duy: Yes. I ______ (3. love) my new school and my new friends, Vy and Phong.

Miss Nguyet: ___ Vy ___ (4. walk) to school with you?

Duy: Well, we often _________ (5. ride) our bicycles to school.

Miss Nguyet: Who's your teacher?

Duy: My teacher is Mr Quang. He's great. He ______ (6. teach) me English.

Miss Nguyet: What do you usually do at break time?

Duy: I play football but my friend Phong ________ (7. not play) football. He ______________ (8. read) in the library.

Miss Nguyet: What time do you go home?

Duy: I ______ (9. go) home at 4 o'clock every day. Then I ______(10. do) my homework.

Miss Nguyet: Thank you.

2 **Correct the sentences according to the information in 1 above.**

Example:

Duy's new school has a small playground.

→ Duy's new school has a large playground.

1. Duy doesn't live near here.
2. Duy doesn't like his new school.
3. Vy and Duy walk to school.
4. Mr Quang teaches Duy science.
5. At break time, Phong plays football.



Remember!

The present simple verbs with he/she/it need an *s/es*

The present simple

Positive

I/you/we/they + V (work/study)

He/she/it + V-s/V-es (works/studies)

Negative

I/you/we/they + don't/do not + V (don't/do not work/study)

He/she/it + doesn't/does not + V (doesn't/does not work/study)

Questions and short answers

- Do I/you/we/they + V (work/study)?
  Yes, I/you/we/they do.
  No, I/you/we/they don't.
- Does he/she/it + V (work/study)?
  Yes, he/she/it does.
  No, he/she/it doesn't.

3 **Work in pairs. Make questions then interview your partner.**

1. you/ride your bicycle/to school
2. you/read/in the library/at break time
3. you/like/your new school
4. your friends/go to school/with you
5. you/do your homework/after school

The present continuous

Positive

I am You/we/they are He/she/it is	+ V-ing (studying)

Negative

I am You/we/they are He/she/it is	+ not V-ing (not studying)

Questions and short answers

Am I Are you/we/they Is he/she/it	+ V-ing?

Yes, I am.
No, I am not.
Yes, you/we/they are.
No, you/we/they aren't.
Yes, he/she/it is.
No, he/she/it isn't.

A CLOSER LOOK 2

Grammar

The present simple - the present continuous

1 Let Ss do the task individually. T corrects their answers (and may call on some Ss to say their answers separately). T gives explanation if necessary.

Key:

1. has	**2.** Do you have	**3.** love	**4.** Does Vy walk	**5.** ride
6. teaches	**7.** doesn't play	**8.** reads	**9.** go	**10.** do

2 Allow Ss to write the sentences in their notebooks, referring to the interview. Call one or two Ss to write on the board, check their answers sentence by sentence.

Key:

1. Duy lives near here.
2. Duy likes/loves his new school.
3. Vy and Duy ride to school.
4. Mr Quang teaches Duy English.
5. At break time, Phong reads in the library.

Then ask Ss to give the rule and use of the present simple themselves. Let them study the grammar box. T can add something and give more examples if necessary.

3 Ss work in pairs. Take turns to ask questions and give answers. T goes round and corrects mistakes or gives help when and where necessary.

Key:

1. Do you ride your bicycle to school?
2. Do you read in the library at break time?
3. Do you like your new school?
4. Do your friends go to school with you?
5. Do you do your homework after school?

4 **Listen to part of the conversation from Getting Started again. Then find and underline the present continuous form.**

Example:

Phong: Oh, someone'<u>s knocking</u> at the door.

5 **Complete the sentences with the correct form of the verbs.**

Example:

Yummy! I (have) _______ school lunch with my new friends.

Yummy! <u>I'm having</u> school lunch with my new friends.

1. I (not play) _______ football now. I'm tired.
2. Shh! They (study) _______ in the library.
3. Vy and Phong (not do) _______ their homework.
4. Now I (have) _______ an English lesson with Mr Lee.
5. Phong, Vy and Duy (ride) _______ their bicycles to school now.



Remember!

When something often happens or is fixed: the present simple

When something is happening now: the present continuous

6 **Choose the correct tense of the verbs.**

1. My family *have/are having* dinner now.
2. Mai *wears/is wearing* her uniform on Mondays and Saturdays.
3. The school year in Viet Nam *starts/is starting* on Sep 5th.
4. Now Duong *watches/ is watching* Ice Age on video.
5. Look! The girls *skip/are skipping* in the schoolyard.

7 **Read Vy's e-mail to her friend.**

Hi Trang,

How are you? This is the first week at my new school. Now, I'm doing my homework in the library. I have lots to do already!

I have lots of friends and they are all nice to me. We study many subjects – maths, science, and English of course!

I have a new uniform, but I don't wear it every day (only on Mondays and Saturdays). I have lessons in the morning. In the afternoon, I read books in the library or do sports in the playground. How is your new school? Do you study the same subjects as me? Do you play badminton with your friends?

School starts again next Monday. It's late now so I have to go home.

Please write soon.
Love,
Vy

a **Underline things that often happen or are fixed. Then underline things that are happening now.**

b **Compare Vy's first week with yours.**

Me

Example:

• wear uniform every day

____

____

____

• interesting

Vy

• wears uniform Mondays and Saturdays

____

____

____



4 Ask Ss to refer to the conversation in Getting Started. T can ask Ss to focus on the verbs used in the present continuous. Play the recording again and ask Ss to listen and follow the conversation on page 6. Ask Ss to underline the present continuous form: *is knocking …, is having …, are wearing … .*

Use the grammar box to help T explain how the present continuous is formed and used.

5 Have Ss study the example first. Then ask them to give the correct verb form. (Ask them to repeat the verb form in each sentence, and read the whole sentence correctly). T may ask them to say why to use the tense in each sentence.

Key:	**1.** am not playing	**2.** are studying	**3.** aren't doing
	4. am having	**5.** are riding	

Ask Ss to say the differences between the two tenses, then T explains to them:

Something often happens or is fixed: the present simple

Something is happening now: the present continuous

6 Ask Ss to do the task by themselves or in pairs. T corrects their mistakes (asks why they use the present simple or the present continuous, focusing on the context of the sentences such as use of adverbs of time: *now, on Monday* and *Saturday* ..., or the command: *Look*! …)

Discuss any common errors and provide further practice if necessary.

Key:	**1.** are having	**2.** wears	**3.** starts
	4. is watching	**5.** are skipping	

7 Have Ss do the task by themselves. Then they can discuss their answers with a partner before discussing with the class.

a Underline things that often happen or are fixed. Then underline things that are happening now.

How are you? This is the first week at my new school. Now, I'm doing my homework in the library. I have lots to do already!

I have lots of friends, and they are all nice to me. We study many subjects – maths, science, and English of course!

I have a new uniform, but I don't wear it every day (only on Mondays and Saturdays). I have lessons in the morning. In the afternoon I read books in the library or do sports in the playground. How is your new school? Do you study the same subjects as me? Do you play badminton with your friends?

School starts again next Monday. It's late now so I have to go home.

Please write soon!

b Help Ss compare Vy's first week with theirs individually. They can write in their notebooks. Then T calls them to read out their sentences, and corrects their mistakes.

E.g.: - *Both Vy and I are having an interesting first week.*

- *I wear my uniform every day, but Vy wears her uniform only on Mondays and Saturdays.*

……………………………..

COMMUNICATION

Extra vocabulary
pocket money | remember | share | help | classmate

1 Game: Making friends

Read and tick (✓) the questions you think are suitable to ask a new friend at school.

1. Are you from around here?
2. Do you like pop music?
3. How much pocket money do you get?
4. What is your favourite subject at school?
5. Are you hungry?
6. Do you play football?
7. How do you get to school every day?
8. Where do you go shopping?

Write one or two more questions on a piece of paper. Then share them with the class.



2 There is a quiz for students in the new school newsletter. Read the questions.

ARE YOU A GOOD FRIEND IN CLASS?



1.	Do you remember all your new classmates' names?	Yes ☐	No ☐
2.	Do you help your teacher in the class?	Yes ☐	No ☐
3.	Do you share things with your classmates?	Yes ☐	No ☐
4.	Do you keep quiet when your teacher is talking?	Yes ☐	No ☐
5.	Do you play with your classmates at break time?	Yes ☐	No ☐
6.	Do you help your classmates with their homework?	Yes ☐	No ☐
7.	Do you travel to school with your classmates?	Yes ☐	No ☐
8.	Do you listen when your classmates are talking?	Yes ☐	No ☐

a Work in groups. Take turns to interview the others. Use the questions.

b Class presentation. Are they good friends in class? Tell the class about them.

COMMUNICATION

1 Game

First, have Ss guess the meaning of the vocabulary. Tell Ss that this vocaburary will appear in the tasks that follow.

Then T can ask Ss how they often make friends, what they often say when they first meet a new friend, what questions they often ask, etc.

Individually Ss read and tick the questions. Then T lets them discuss in groups. T may ask why or why not they ticked this or that question.

Allow Ss some time to write questions on a piece of paper, share them with the class or group.

2 Friendship quiz

First, ask Ss to give qualities of a good friend in class (adjectives). They can give as many words as possible.

E.g. *friendly, generous, helpful, cheerful, etc.*

Divide the class into groups of 4 or 5. Ss take turns to interview the other members, using the questions.

Encourage Ss to give nice sentences about friendship:

“Friends are forever.”

………………………..

Choose some Ss to present to the class about their good friends and why they are good friends (avoid talking about someone who is considered "not a good friend").

SKILLS 1

Reading

Look at the pictures. What do they tell you about the schools?



PLC SYDNEY

(Presbyterian Ladies' College Sydney) is a school for girls in Sydney. It is a boarding school. Students study and live there. About 1,250 girls from age four (kindergarten) to age eighteen (Year 12) go to PLC Sydney. PLC Sydney has students from all over Australia and overseas. Here, students study subjects like maths, physics and English.



AN LAC LOWER SECONDARY SCHOOL

is in Bac Giang Province. It's a small school. It has 7 classes and 194 students. The school is surrounded by mountains and green fields. There is a computer room and a library. There is also a school garden and a playground. You can see some girls dancing in the playground.



VINABRITA SCHOOL is an international school for students from year 1 to year 12. It has big buildings and modern equipment. Every day, students learn English with English speaking teachers. In the afternoon, they join many interesting clubs. They play basketball, football and badminton. Some creative students do drawings and paintings in the art club.

1 **Read the text quickly to check your ideas.**

2 **Now find these words in the text. What do they mean?**

boarding	surrounded
international	creative

3 **Now read the text again and complete these sentences.**

1. Students live and study in a __________ school. They only go home at weekends.
2. _______ has an art club.
3. There are girls' schools in __________.
4. Around An Lac School, there are green fields and __________.
5. At Vinabrita School, students learn English with ___________.

Speaking

4 **Which school would you like to go to? Why? First complete the table. Then discuss with your friends.**

Name of school	Reasons you like it	Reasons you don't like it

SKILLS 1

Introduction

Ask the class to look at the three pictures first. Encourage Ss to give their ideas (as many sentences as possible).

Reading

1 Tell Ss to read the three passages quickly and check their ideas. Set a strict time limit to ensure Ss read quickly for information.

2 Ask Ss to read the passages again, then find these words in the passages. Help them to give the meaning of the words, or explanations, or examples, or the Vietnamese equivalent. Tell them to pay attention to the context of the words:

- ➡ It is a *boarding* school. That means many students study and live there.
- ➡ The school is *surrounded* by mountains and green fields.
- ➡ … *international* school … for Ss from year 1 to year 12, students learn English with foreign teachers … (inter + national)
- ➡ Some *creative* students do drawings and paintings in the art club.

3 Set a longer time limit for Ss to reread the text and find words to finish the sentences. Ask Ss to note where they found the information that helped them complete the sentences. Ss can compare answers before discussing them as a class.

Key:

1. boarding	**2.** Vinabrita school	**3.** Australia
4. mountains	**5.** English speaking teachers	

Allow Ss to read in chorus once. Then, call some individuals to read aloud to the class. Check their pronunciation and intonation.

Speaking

4 Ask Ss to refer back to the three schools. Give some background of the schools:

PLC Sydney (Presbyterian Ladies College Sydney): an international school for girls from kindergarten to year 12 in Sydney, Australia.

An Lac Lower Secondary School: a small school in a mountainous region in Son Dong Dist, Bac Giang Province.

Vinabrita School: an international school for students from year 1 to year 12.

Allow Ss time to answer the questions: "Which school (among the three above) would you like to go to? Why?"

Ss complete the table in their notebooks. Then divide the class into groups of 4 or 5, let them discuss their answers to the questions, and give reasons. When they finish, ask some Ss to talk to the class, then the class give their comments on their friends' content, pronunciation, fluency, language (grammar, use of words …), body language, etc.

Discuss any common errors and provide further practice if necessary.

SKILLS 2

Listening

1 Susie is a student at PLC Sydney. Listen and choose the correct answers.

1. Susie ______ being at a girls' school.
   A. likes B. doesn't like
2. Susie's favourite teacher is her _____ teacher.
   A. maths B. science
3. Today, Susie _____.
   A. is wearing her uniform
   B. isn't wearing her uniform
4. Susie studies _____ for three hours a week.
   A. English B. Vietnamese
5. Susie does her homework _____.
   A. at break time B. in the evening

Writing

A webpage for your school



Writing tip – good punctuation

Does your writing have correct punctuation?

Capital letters for: starting sentences, names, days and months, the pronoun I and places.

Pauses and endings: commas to separate long sentences and lists of things. Full stops, question marks, or exclamation marks are put at the end of sentences.

2 Can you correct the punctuation in these sentences?

1. school starts on the 5^{th} september
2. does he live in ha noi
3. im excited about the first day of school
4. are you doing your homework
5. were having an english lesson in class

3 Can you correct the passage? Write the correct version.

hi im phong and im from ho chi minh city i wear my uniform to school every day my favourite teacher is mr trung he teaches me science

4 Create a webpage for your school.

Think of a title.
Write an introduction – use the introductions on page 12 to help you.

- What is the name of the school?
- Where is the school?
- How many students does the school have?
- What do students do at school?
- What is great/interesting/fun about your school?
- What is your school day like?
- What do you do in the morning?
- What do you wear?
- What subject do you like?
- What do you do at break/lunch time?
- What activities do you do?
- What do you do after school?

SKILLS 2

Listening

1 Ask Ss to refer back to the reading: PLC Sydney (Ss have to give the full name). Introduce Susie Brewer – a student at PLC Sydney.

Play the recording. Ask Ss to listen only the first time. Then play the recording again and allow Ss to choose the correct answers as they listen. Ss can share their answers before listening to the recording a final time to check.

Key: **1.** A **2.** A **3.** B **4.** B **5.** A

Audio script:

Hi. My name's Susie Brewer. I'm eleven years old. I'm now in grade 6 at PLC Sydney. I like it here, as I like to study in a girls' school. The teachers at my school are nice and very helpful, and my favourite teacher is Mrs Susan McKeith. She teaches us maths. I have three hours to study Vietnamese in the afternoon. Usually I do my homework at break time. We wear our uniform every day, but today we aren't, as we're going to have an outing to Taronga Zoo.

Writing

Writing tip

Tell the class the importance of punctuation marks. Allow some time for Ss to study the writing tip. Explain to them the new words and punctuation marks.

2 Ask Ss to correct the punctuation in the sentences in their notebooks. Then call five Ss to write the five sentences on the board. Let the class comment and check. T finally gives correction.

Key:

1. School starts on the 5th September.

2. Does he live in Ha Noi?

3. I'm excited about the first day of school.

4. Are you doing your homework?

5. We're having an English lesson in class.

3 Ask Ss to correct the passage and write the correct version.

Key:

Hi. I'm Phong and I'm from Ho Chi Minh City. I wear my uniform to school every day. My favourite teacher is Mr Trung. He teaches me science.

4 First Ss brainstorm for the language necessary for writing. Allow Ss to refer back to the reading for useful language, and note interesting expressions and language on the board. T can also show a webpage to inspire Ss.

Tell Ss to write a draft first, trying to answer all the questions.

Then Ss write a paragraph of about 80 words about their school, covering as many ideas as possible of the answers to these questions.

Tell Ss to pay attention to punctuation, structural elements, linking words, etc.

LOOKING BACK

Vocabulary

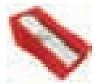
1 **Write words that match the pictures.**



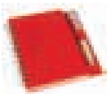
1. ____________



2. ____________



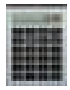
3. ____________



4. ____________



5. ____________



6. ____________

2 **Match the words in A with the ones in B.**



A	B
1. study	a. the piano
2. do	b. Vietnamese
3. play	c. exercise
4. have	d. breakfast

3 **Listen. Then write down the words you hear in the correct places.**

play	do
____________	____________
____________	____________
____________	____________

study	have
____________	____________
____________	____________
____________	____________

Grammar

4 **Complete the sentences with the present simple.**

1. He _____ (come) from Da Nang.
2. Do you study English? No, I _____ (do not).
3. She _____ (walk) to school with her friends.
4. I _____ (do) my homework after school.
5. Mr Vo _____ (teach) physics at my school.
6. The team _____ (play) football on Saturdays.



5 **Complete the sentences with the present continuous.**

1. They ________ (do) judo in the gym.
2. My friends ________ (ride) to school with me.
3. _______ he _______ (study) vocabulary?
4. Mr Lee ______ (have) lunch with his students.
5. I ________ (walk) to class with my friends.
6. Ms Huong ________ (teach) the class maths.

6 **Complete the text with the correct form of the verbs in brackets.**

Hoang (1. live) ______ in a small house in the centre of the village. His house (2. be) _________ near his new school. Every day, he (3. have) _______ breakfast at 6 o'clock. Now, he (4. walk) _______ to school with his friends. They (5. go) _______ to school together every day. Hoang and his friends (6. study) _________ in grade 6 at An Son Lower Secondary School. This week they (7. work) _______ on a project about their neighbourhood. Hoang (8. love) _______ his new school.

Communication

7 **Match the questions with the correct answers.**

a. Yes, she does.
b. How many classes are there in your school?
c. I do my homework and watch TV.
d. How is your first week at school?
e. Does Mai live near her school?
f. Oh, wonderful.
g. Sixteen.
h. What do you do in the evening?

8 **Now role-play the questions and answers with a partner.**

Finished! Now you can ...	✓	✓✓	✓✓✓
• ask and answer questions about school			
• talk about things that are fixed or often happen			
• talk about things that are happening now			

LOOKING BACK

This is the review and drill section of the unit, so encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. That will help T and Ss see how far they have progressed, and which areas need further practice.

The questions in Looking Back match the *Now you can...* self-assessment statements at the end. Ss should check how well they did at each question and use that information when filling in the self-assessment.

Vocabulary

1 Tell Ss to write the words in their notebooks. Then T corrects the mistakes. Let them repeat the words. Check their pronunciation.

Key:			
	1. dictionary	**2.** uniform	**3.** pencil sharpener
	4. notebook	**5.** compass	**6.** calculator

2 Have Ss write their answers in their notebooks. T checks their answers.

Key:	**1.** b	**2.** c	**3.** a	**4.** d

3 Play the recording twice. Let Ss write the words in the correct places. T gives correction.

Key:

- play: sports, badminton, music
- do: morning exercise, homework
- study: new words, geography
- have: English lessons, a new book

Audio script:

Play music, do homework, study new words, have a new book, do morning exercise, play badminton, have English lessons, study geography, play sports.

Grammar

4, 5, 6 For these exercises, ask Ss to do them individually first. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their *Now you can*... statements.

Key:

4	**1.** comes	**2.** don't	**3.** walks	**4.** do	**5.** teaches	**6.** play
5	**1.** are doing	**2.** are riding	**3.** Is … studying	**4.** is having		
	5. am walking	**6.** is teaching				
6	**1.** lives	**2.** is	**3.** has	**4.** is walking		
	5. go	**6.** study	**7.** are working	**8.** loves		

Communication

7 Ss read the questions and answers once or twice (they can read aloud), then match them. If there is time, have them write all the sentences in their notebooks.

Key:	b-g	d-f	e-a	h-c

8 Ss work in pairs and role-play the questions and answers.

Finished!

Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT

1



2



3



YOUR DREAM SCHOOL

Imagine your dream school. What does it look like? What can you do there? Is it ...

- in a different town or country?
- a boarding school?
- a boys'/girls' school?

Does it have...

- a swimming pool?
- video game rooms?
- a greenhouse or a farm?

Work in groups. Discuss your dream school. Then write about it and illustrate your writing.

PROJECT
Your dream school

Show the class some more examples of different types of school if possible.

Divide the class into groups. Have them discuss their dream school, using the pictures and their imagination, then write about it and illustrate their writing.

Ss can complete the project as homework if there is short of time.

Unit 2 MY HOME

THIS UNIT INCLUDES:

VOCABULARY
Types of house
Rooms and furniture

PRONUNCIATION
Sounds /z/, /s/ and /ɪz/

GRAMMAR
There is/ There isn't
There are/ There aren't
Prepositions of place

COMMUNICATION
Talking about and describing houses, rooms and furniture

GETTING STARTED

A look inside





1 Listen and read.

Mi: Wow. That room looks so big, Nick. I can see there's a TV behind you.

Nick: Yes. I'm in the living room. Can you see my dog Luke? He's sitting on the sofa.

Mi: Yes, I can. He looks happy.

Nick: Ha ha, he is. Your room looks nice too. Where do you live, Mi?

Mi: I live in a town house. It's near the city centre and it's very noisy. How about you? Where do you live?

Nick: I live in a country house. Who do you live with?

Mi: I live with my father, mother and younger brother. We are moving to an apartment next month.

Nick: Are you?

Mi: Yes, we are. My aunt lives near there and I can play with my cousin, Vy.

Nick: Are there many rooms in your new apartment?

Mi: Yes, there are. There's a living room, three bedrooms, a kitchen and two bathrooms. The kitchen is next to the living room.

(Sound of shouting)

Nick: Oh, that's my mum. I'd better go. It's dinner time. Bye, see you soon.

Objectives:

By the end of this unit, students can:

- pronounce correctly the ending sounds /z/, /s/ and /ɪz / in isolation and in context
- use the lexical items related to the topic 'My Home'
- use prepositions of place and *There is/There isn't/ There are/ There aren't* correctly and appropriately
- ask about and describe houses, rooms and furniture
- read for specific information about rooms in the house
- listen to get information about rooms and furniture
- write an e-mail to a friend

Introduction

Review the previous unit before Ss open their books. Write the unit title on the board 'My Home'. Ask Ss what 'home' means to them. Write their answers on the board. Explain that *home* can have different meanings. It can be the house or apartment where you live or can refer to a family living together. Introduce Mi and Nick, they are pen friends. Let Ss open their books and start the lesson.

GETTING STARTED
A look inside

Set the context for the listening text. Focus on the characters, Mi and Nick and the key language structures to be learnt. Write the title on the board "My home". Ask Ss to guess what the pictures might show or what the conversation might be about.

1 Ask Ss questions about the pictures:

E.g. *What are Nick and Mi doing?* (talking on Skype; Skype = a system that allows you to make telephone calls using your computer and the Internet). Ask Ss to share any recent experiences of chatting online. Ask them to talk a bit about the place where they live. Play the recording. Ss listen and read.

a **Which family members does Mi talk about?**

grandparents	
dad	✓
mum	
brother	
uncle	
aunt	
cousin	

b **Read the conversation again. Complete the sentences.**

1. There is a _____ and a _____ in Nick's living room.
2. Now, Mi lives in a ______.
3. Luke likes _________.
4. Mi thinks living near the city centre is _____.
5. Mi's new home has ______ bedrooms.

Prepositions of place

2 **Match the prepositions with the pictures.**

in on	behind
in front of	under
between	next to



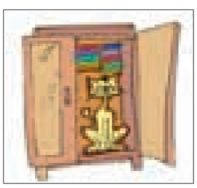
A. __________



B. __________



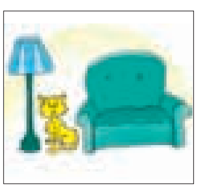
C. __________



D. __________



E. __________



F. __________



G. __________

3 **Write a sentence to describe each picture in 2.**

Example:
A. The dog is on the chair.

4 **Look at the picture and write true (T) or false (F) for each sentence. Correct the false ones.**



1. The dog is behind the bed. ____
2. The school bag is under the table. ____
3. The picture is between the clocks. ____
4. The dog is in front of the computer. ____
5. The cap is under the pillow. ____
6. The pictures are on the wall. ____

5 **Look at the picture again. Answer the questions.**

1. Where are the books?
2. Where are the clothes?
3. Is the pillow on the bed?
4. Are the notebooks under the bed?
5. Where is the mouse?
6. Is the chair next to the bed?

a First, ask Ss to give the answers without reading the conversation again. Then ask them to read the conversation and check their answers. Confirm the correct answers.

grandparents			
dad	✓	uncle	
mum	✓	aunt	✓
brother	✓	cousin	✓

b Ss work independently. Allow them to share answers before discussing as a class. Write the correct answers on the board.

Key:

1. TV; sofa **2.** town house **3.** sitting on the sofa **4.** noisy **5.** three

2 Ask Ss if they know the prepositions in the box. Have Ss do this exercise in pairs. Ask for Ss' answers.

Key: **A.** on **B.** next to **C.** behind
D. in **E.** in front of **F.** between **G.** under

3 Ss write the sentences individually, then share the sentences with a friend. Call on some Ss to write their answers on the board. Check the sentences with the whole class.

Key:

A. The dog is on the chair.
B. The dog is next to the bowl.
C. The cat is behind the TV.
D. The cat is in the wardrobe.
E. The dog is in front of the kennel.
F. The cat is between the lamp and the sofa.
G. The cat is under the table.

4 Ss look at the picture of the room and do this exercise individually. Ss share their answers with a partner before giving T the answers. Confirm the correct answers.

Key:

1. F (The dog is between the bookshelf and the bed.)
2. T
3. F (The clock is between the pictures.)
4. F (The cat is in front of the computer.)
5. F (The cap is next to the pillow.)
6. T

5 This activity can be carried out in two ways:

- Ask Ss to look at the picture and answer the question. Ss share answers with a partner before giving T their answers.
- Ask Ss to do this exercise without looking at the picture again, or organise this as a game: Ask Ss to close their books, Ss work in pairs. Ask the questions, whichever pair raises their hands first will answer the question. If their answer is correct, give them 1 point. If it isn't, other pairs have the right to answer. Record the points on the board. Finally, announce the winner.

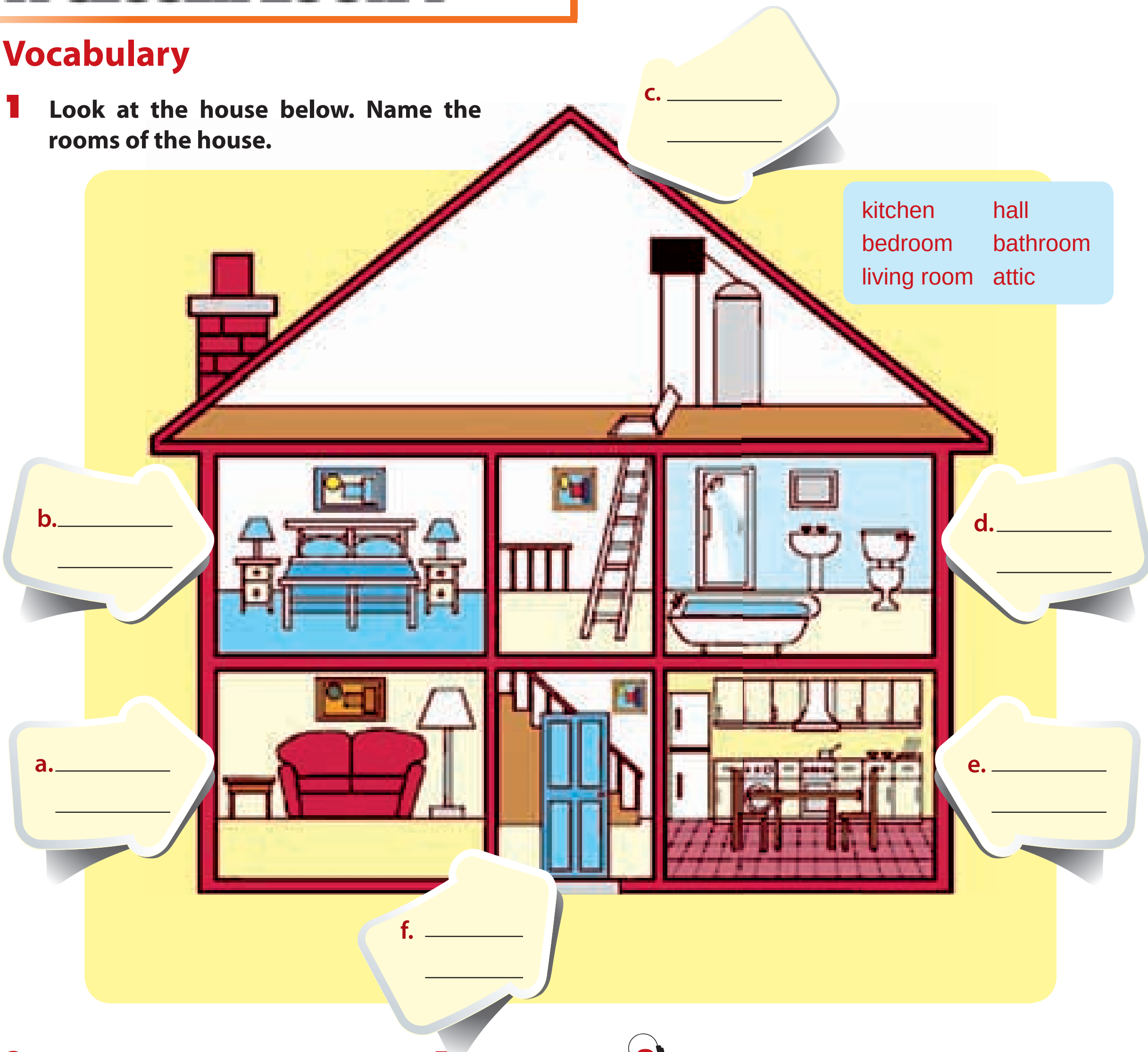
Key:

1. They are on the desk./ bookshelf.
2. They are on the floor.
3. Yes, it is.
4. No, they aren't. They're on the bed.
5. It's behind the bookshelf.
6. No, it isn't. It's next to the table.

A CLOSER LOOK 1

Vocabulary

1 **Look at the house below. Name the rooms of the house.**



kitchen	hall
bedroom	bathroom
living room	attic

2 **Name the things in each room in 1. Use the word list below. (You may use a word more than once.)**

living room	lamp	wardrobe
	toilet	sink
bedroom	bed	sofa
	picture	television
kitchen	bath	table
	cupboard	dishwasher
bathroom	chest of drawers	desk
	fridge	cooker
hall	poster	light
	chair	microwave
attic	air-conditioner	ceiling fan

3 **Listen and repeat the words.**
Can you add any more words to the list?

4 **Think of a room. In pairs, ask and answer questions to guess the room.**

Example:

A: What's in the room?
B: A sofa and a television.
A: Is it the living room?
B: Yes.

Pronunciation

/z/, /s/ and */ɪz/*

5 **Listen and repeat the words.**

lamps	posters	sinks	fridges
tables	wardrobes	toilets	beds

A CLOSER LOOK 1

Vocabulary

1 Have Ss quickly match the room with its name. T can explain the meaning of 'hall' (hall= a space or passage inside the entrance or front door of a building/house). Quickly check the answers.

Key: **a.** living room **b.** bedroom **c.** attic **d.** bathroom **e.** kitchen **f.** hall

2 Ss work in pairs to do this activity. T writes the names of the rooms on the board, in different places. Call on Ss from different pairs to go to the board and write the name of the furniture under these rooms. Ask other Ss to comment.

living room:	lamp, sofa, picture, table
bedroom:	bed, lamp, picture, chest of drawers
kitchen:	fridge, cupboard, cooker, table, dishwasher, chair
bathroom:	bath, sink, toilet
hall:	picture

This activity can also be organized as a competition. Whichever pair finishes the activity first will be the winner and go to the board to write their answers.

3 Play the recording. Ss listen and repeat the words. Ask Ss for more words for each group.

4 Model this activity with a student. Ask Ss to work in pairs. Call on some pairs to practise in front of the class.

Pronunciation

/z/, /s/ and /ɪz/

5 Have some Ss read out the words first. Then play the recording for them to listen and repeat the words.

6 **Listen again and put the words in the correct column.**

/z/	/s/	/ɪz/
______	______	______
______	______	______
______	______	______
______	______	______
______	______	______
______	______	______



7 **Read the conversation below. Underline the final *s/es* in the words and write /z/, /s/ or /ɪz/.**

Mi: Mum, are you home?

Mum: Yes, honey. I'm in the kitchen. I've bought these new dishes and chopsticks.

Mi: They're beautiful, Mum. Where did you buy them?

Mum: In the department store near our house. There are a lot of interesting things for the home there.

Mi: We need some pictures for the living room, Mum. Do they have pictures in the store?

Mum: No, they don't. But there are some ceiling lights. We are buying two for the new apartment this week.

Mi: We also need two new vases, Mum.

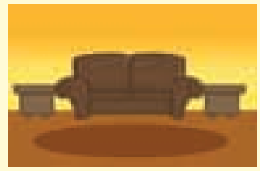
Mum: That's true. Let's go to the store this weekend.

8 **Listen to the conversation and repeat. Pay attention to /z/, /s/ and /ɪz/ at the end of the words. Then practise the conversation with a partner.**

A CLOSER LOOK 2

Grammar

There is/There isn't
There are/There aren't

Positive	**Negative**
	
Singular: There's (is) a picture on the wall.	*Singular:* There isn't (is not) a picture on the wall.
Plural: There are two lamps in the room.	*Plural:* There aren't (are not) two lamps in the room.

Questions and short answers

Singular:

– Is there a picture on the wall?

– Yes, there is./No, there isn't.

Plural:

– Are there two lamps in the room?

– Yes, there are./No, there aren't.

1 **Write is or are.**

1. There ______ a sofa in the living room.
2. There ______ two cats in the kitchen.
3. There ______ posters on the wall.
4. There ______ a ceiling fan in the bedroom.
5. There ______ dishes on the floor.

2 **Make the sentences in 1 negative.**

Example:

1. There isn't a sofa in the living room.

3 **Write positive and negative sentences.**

Example: pictures/the living room

There are pictures in the living room.

There aren't pictures in the living room.

1. a TV/the table
2. a brown dog/the kitchen
3. a boy/the cupboard
4. a bath/the bathroom
5. lamps/the bedroom

6 Ask Ss to put the words in the correct column while they listen.

Ss compare their answers in pairs before T checks their answers with the whole class.

/z/	/s/	/ɪz/
posters, tables, wardrobes, beds	lamps, sinks, toilets	fridges

Have Ss comment on the way to pronounce -s/-es at the end of the words. Quickly explain the rules:

/z/	/s/	/ɪz/
Final -*s* is pronounced /z/ after voiced sounds (/b/,/d/, /g/,/n/, /m/, /l/…) and any vowel sounds	Final -*s* is pronounced /s/ after voiceless sounds (/t/, /p/, /k/, /f/, /θ/)	Final -*es* is pronounced /iz/ after /s/, /z/, /ʃ/, /tʃ/, /dʒ/
E.g. *beds, dogs, cans, rooms, videos, cookers, bees*	E.g. *cats; lamps, books, months*	E.g. *buses, houses, toothbrushes, watches, pages*

Ask Ss to give more examples.

7 Ss do this exercise individually first then compare their answers with a partner. Check Ss' answers. Ask them to explain their answers.

/z/: *things, pictures* /s/: *lights, chopsticks* /iz/: *dishes, vases*

8 Play the recording for Ss to repeat each line of the conversation. Ss work in pairs to practise the conversation. Call some pairs to practise the conversation, encouraging them not to look at the book.

A CLOSER LOOK 2

Grammar

There is/There isn't

There are/ There aren't

Ask Ss to look at the two pictures of the two rooms in the grammar. If possible, T can prepare two pictures of two rooms with some furniture removed from the second room. Ask Ss what the second room does not have. Write Ss' answers on the board. At the same time, ask Ss to use the *There is/ There are* structure to make sentences.

Elicit the forms (positive, negative, questions and short answers) from Ss.

Now Ss can have a closer look at the grammar box, especially the examples.

Note: *Explain to Ss that in this structure we use 'is' or 'are' after 'there' depending on the noun right after the verb 'be'. If the noun is singular or uncountable, we use 'is' even if after this noun there are some other plural nouns (e.g. There is a dog and two cats under the table). If the noun is plural, we use 'are'.*

1 + 2 Ss do these two exercises quickly then give the answers to T.

Key: **1.** is/isn't **2.** are/aren't **3.** are/aren't **4.** is/isn't **5.** are/aren't

3 In this activity, Ss can write different sentences. Accept these sentences if they make sense. Ss write the sentences individually then two go to the board to write their sentences. Other Ss and T feedback.

Suggested sentences:

1. There is/isn't a TV next to/on the table.
2. There is/isn't a brown dog in the kitchen.
3. There is/isn't a boy in front of the cupboard.
4. There is/isn't a bath in the bathroom.
5. There are/aren't lamps in the bedroom.

4 **Write is/isn't/are/aren't in each blank to describe the kitchen in Mi's house.**

This is our kitchen. There is a big fridge in the corner. The sink is next to the fridge. There (1) __________ a cupboard and a cooker. The kitchen is also our dining room, so there (2) _______ a table. There (3) _______ four people in my family so there (4) _______ four chairs. The kitchen is small, but it has a big window. There (5) _______ many lights in the kitchen but there is only one ceiling light. There (6) ________ a picture on the wall.



5 **Complete the questions.**

Example: Are there two bathrooms in your house?

1. ____________________ a fridge in your kitchen?
2. ______________________ a TV in your bedroom?
3. ______________ four chairs in your living room?
4. ____________________ a desk next to your bed?
5. _________________ two sinks in your bathroom?

6 **In pairs, ask and answer the questions in 5. Report your partner's answers to the class.**

A: Are there two bathrooms in your house?

B: Yes, there are./No, there aren't.

7 **Work in pairs. Ask your partner about his/her room or the room he/she likes best in the house.**

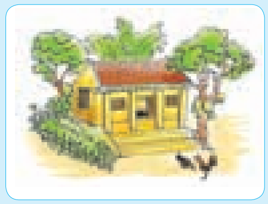
- Where's your room?
- What's your favourite room?
- Is there a fridge in your room?
- Are there two lamps in your room?

COMMUNICATION

Extra vocabulary



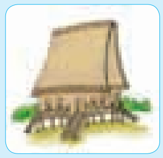
town house



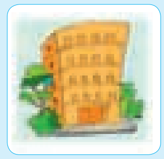
country house



villa



stilt house



apartment

1 **Mi tells Nick about her grandparents' country house. Look at the pictures of her grandparents' house and complete the sentences.**



1. My grandparents live in a ___________ house in Nam Dinh.
2. There ____________ four rooms in the house and a big garden.
3. I like the living room. There ______________ a big window in this room.
4. There ______________ four chairs and a table in the middle of the room.
5. There are two family photos ________ the wall.
6. There is a small fridge _______ the cupboard.
7. A television is ________________ the cupboard.
8. There ____________________ also a ceiling fan.

4 Ss look at the picture and complete the description. Ss compare their answers, then give T their answers. T confirms the correct answers and writes them on the board if necessary.

Key: **1.** is **2.** is **3.** are **4.** are **5.** aren't **6.** isn't

5 Ss do this exercise individually, then give T the answers.

Key:

1. Is there a fridge in your kitchen?

2. Is there a TV in your bedroom?

3. Are there four chairs in your living room?

4. Is there a desk next to your bed?

5. Are there two sinks in your bathroom?

6 Ss work in pairs, ask and answer the questions in **5**. Go around to observe Ss working. Call some Ss to report their partner's answers to the class.

7 Ss work in pairs to do this activity. T can model the conversation with a student before Ss do this in pairs. Some pairs act out the conversation in front of the whole group. Otherwise, T may ask Ss to summarise their partner's answers to the whole class.

COMMUNICATION

Review the grammar points that may be used in this lesson. Some grammar points are: wh-questions (*where, how many*…), *there is/ there are*, prepositions of place.

1 This exercise aims to give Ss a sample of a description and to practise the use of some grammar points and vocabulary used in the following activities.

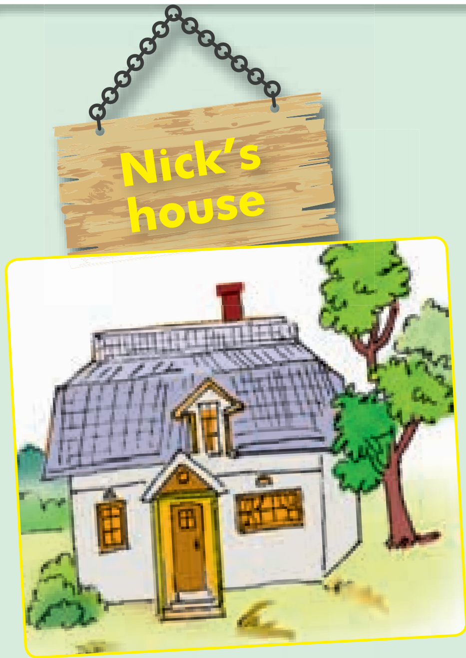
Ss look at the pictures and do this exercise individually or in pairs.

Key:				
	1. country	**2.** are	**3.** is	**4.** are
	5. on	**6.** next to	**7.** on	**8.** is

2 **Student A looks at the pictures of Nick's house on this page. Student B looks at the pictures of Mi's house on page 25. Find the differences between the two houses.**

Example: **A:** Nick lives in a country house. Where does Mi live?

B: Mi lives in a town house.





3 **Draw a simple plan of your house. Tell your partner about your house.**



4 **Describe your friend's house to the class.**

2 Before Ss do this activity, model the way to do this with a student. The conversation could be:

T: (look at Nick's house): *Nick lives in a country house. Where does Mi live?*

S: (look at Mi's house): *She lives in a town house.*

T: *How many rooms are there in Mi's house?*

S: *There are six rooms. What about Nick's house?*

How many rooms are there?…

Ask Ss in each pair not to look at each other's picture and to make similar conversations. Ss should note down the differences between the two houses. After some minutes, the pair which has the most differences will be the winner. T can ask some pairs to act out the conversation.

Other pairs listen and add more differences if there are any.

3 Give Ss 5-7 minutes to draw a simple plan of their house. Ss then work in pairs to tell each other about their house. If time allows, T can ask them to note down the differences between their houses.

4 Call some Ss to describe their friend's house to the class.

Ss may also present the differences between their house and their friend's. Other Ss and T listen and give comments.

SKILLS 1

A room at the Crazy House Hotel, Da Lat

Study skills – Reading

Prediction

Predicting makes reading easy.

Before reading, look at the picture, design and title.

Decide what the topic of the text is.

Think about what you know about the topic.

Reading

1 **Look at the text (don't read it). Answer the questions.**

1. What type of text is it?
2. What's the title of this page? What's the topic?
3. Write three things you know about Da Lat.

2 **Quickly read the text. Check your ideas from 1.**

3 **Read the text again and answer the questions.**

1. Is Nick with his brother and sister?
2. How many rooms are there in the hotel?
3. Why is the room called the Tiger room?
4. Where is his bag?

4 **Are these things in the room?**

a window		a sofa	a cooker
a cupboard		a shelf	a lamp
a desk	a poster	a CD player	a tiger

Speaking

5 **Create a new room for the hotel. Draw a plan of the room.**

6 **Show your plan to your partner then describe the room to other students in the class.**







To: mi@fastmail.com; superphong@bamboo.com
Subject: Weekend away!

Hi Phong,

How are you? I'm in Da Lat with my parents. We are staying at the Crazy House Hotel. Wow! It really is crazy.

Da Lat is nice. It's cool all year round! There are a lot of things to see and lots of tourists too.

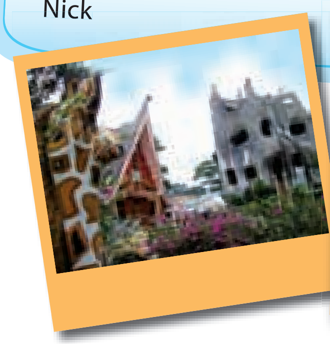
There are ten rooms in the hotel. They are named after different animals. There is a Kangaroo room, an Eagle room, and even an Ant Room. I'm staying in the Tiger room. It's called the Tiger room because there's a big tiger on the wall.

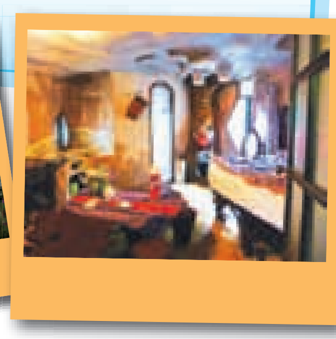
The Tiger is between the bathroom door and the window. The bed is under the window – but the window is a strange shape. I put my bag under the bed. I put my books on the shelf. There is a lamp, a wardrobe and a desk. There are clothes on the floor – it's messy, just like my bedroom at home.

You should visit here, it's great.

See you soon!

Nick





SKILLS 1

Reading

1 Ask Ss to read the Study skills box. Explain any words that Ss do not know. Ss quickly look at the text and answer the questions. Ask for Ss' answers. Confirm the answers to question 1 and 2; answers to question 3 are open.

1. It's an e-mail.

2. The title is 'A room at the Crazy House Hotel, Da Lat'. The topic is Nick's weekend at the Crazy House Hotel.

2 Ss read the text quickly again to check their ideas from **1**.

3 Ss read the text in detail to answer the questions. Ss can underline parts of the e-mail that help them with the answers. Set a strict time limit to ensure Ss read quickly for information.

Ss compare their answers before giving the answers to T. Ask them to give evidence when giving the answers.

Key:

1. No, he isn't.

2. There are ten rooms.

3. Because there's a big tiger on the wall.

4. It's under the bed.

4 Ss do the exercise then compare their answers. T checks the answers.

a window	√	a sofa	
a cupboard		a shelf	√
a lamp	√	a desk	√
a poster		a CD player	
a tiger	√	a cooker	

Speaking

5 Each student creates a new room for the hotel and draws a plan of the room.

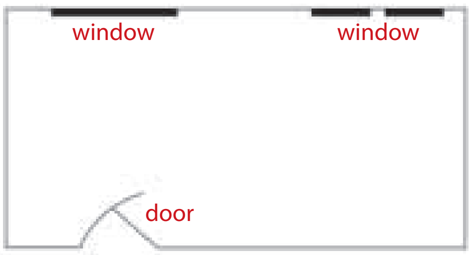
6 Ss show the plan to a partner. Ss describe their rooms in pairs.

Some Ss show their partner's plan to the whole class and describe it. Other Ss and T listen and vote for the best plan. Ask Ss to keep their plans for the next lesson.

SKILLS 2

Listening

1 **Nick's parents are describing their room at the hotel. Listen and draw the furniture in the correct place.**





Writing

An e-mail to a friend



Writing tips – How to write an e-mail to a friend

1. In the subject line, write briefly what the e-mail is about.
2. Begin the e-mail with a greeting (Dear/Hi/Hello…,)
3. The introduction is the first paragraph. We can ask about his/her health, thank him/her for the previous e-mail or write the reasons for e-mailing, etc.
4. In the body, write the subject(s) of the e-mail. Write each subject in a new paragraph.
5. The conclusion is the last paragraph. It includes the closing remarks: saying goodbye, asking your friend to write back, sending your regards to his/her family, etc.

2 **Read Nick's e-mail again. Identify the subject, greeting, introduction, body and conclusion of the e-mail.**

3 **Read the e-mail below and correct it. Write the correct version in the space provided.**

From: mi@fastmail.com
To: sophia@quickmail.com
Subject: My house

hi sophia

thanks for your e-mail now i'll tell you about my house. i live with my parents and younger brother in a town house it's big. there are six rooms: a living room, a kitchen, two bedrooms and two bathrooms i like my bedroom best. we're moving to an apartment soon. what about you? where do you live? tell me in your next e-mail.

best wishes,

Mi

From: mi@fastmail.com
To: sophia@quickmail.com
Subject: My house

____

____

____

____

____

____

____

____

4 **Write an e-mail to Nick. Tell him about your idea for the new room of the Crazy House Hotel.**

- **Plan**
  Brainstorm vocabulary about your room.
- **Draft**
  Write a draft.
- **Check**
  Check your draft: Is the punctuation correct? Is the capitalisation correct? Does it have all necessary parts?

SKILLS 2

Listening

Before starting this lesson, ask Ss about the content of the previous lesson. T may ask Ss to describe Nick's room in the hotel.

1 Ask Ss to look at the plan of the room and the furniture on page 23.

First, ask Ss to listen. Then play the recording again and allow Ss to draw the furniture in the correct place as they listen. Ss can share their answers before T plays the recording a final time to allow pairs to check their answers.

Another way is T asks Ss to guess where to put the furniture first, then play the recording for Ss to check their guess. If time allows, ask Ss to describe Nick's parents' room again.

Audio script:

Nick's mum: Nick's staying in the Tiger room. We're staying in the Bear Room. There's a big bear near the door. The bear is actually a fireplace. In the far corner, there is a window. The shelves are right in front of it. Next to the shelves is a big bed. There's a wardrobe next to the bed.

Nick's dad: Oh, there are also two other windows in the room. In front of these windows, there's a sofa, a table and two stools. We like the room because it's comfortable.

Writing

An e-mail to a friend

In this writing part, Ss are asked to write an e-mail to tell Nick about the new room they created for the hotel in the previous lesson.

Ask Ss to read the Writing tips box. T may explain anything Ss do not understand. Ask them several questions (*How many parts are there in an e-mail to your friend? What are they? What should you remember when writing each part?*) Otherwise, copy a sample of an e-mail and show Ss each part.

2 Ss look at Nick's e-mail on page 22 and identify the parts in the e-mail. Check and confirm the correct answer. If there is not much time, T can use this e-mail as a model to teach the e-mail parts.

3 This exercise aims to review punctuation and capitalisation rules Ss learnt in Unit 1 and practise the e-mail writing tips they have just learnt. Ss may do this exercise in pairs. If possible, T can write this e-mail on a large-sized piece of paper and ask one student to go to the board to do this exercise. It would be easier to correct Ss' answers this way.

4 Before Ss write, ask them to close their books. Tell Ss that in this writing section, they will follow the writing process. Write the three letters P, D and C on the board and ask them to guess what these letters stand for. Ss now open their book to check their guess. Explain the process of writing again if necessary. Ask Ss to look at the plan of the room they created in the previous lesson.

From: mi@fastmail.com
To: sophia@quickmail.com
Subject: My house

Hi Sophia,

Thanks for your e-mail. Now I'll tell you about my house.

I live with my parents and younger brother in a town house. It's big. There are six rooms: a living room, a kitchen, two bedrooms and two bathrooms. I like my bedroom best. We're moving to an apartment soon.

What about you? Where do you live? Tell me in your next e-mail.

Best wishes,

Mi

Some ways to carry out this activity:

- Ask Ss to work in groups to do this activity. Encourage them to go through all three steps. Go around to observe. Give each group a large-sized piece of paper to write their e-mail. Ask one or two groups to stick their finished e-mail on the board. Other Ss and T give comments. Ss edit and revise their writing as homework.
- Ss write their e-mail individually. Ask one student to write the e-mail on the board. Other Ss and T comment on the e-mail. Then T collects some e-mails to correct at home.

LOOKING BACK

Vocabulary

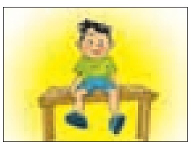
1 **Put the words into the correct groups. Do you want to add any words to each group?**

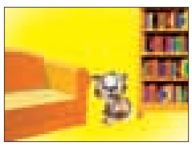
living room, attic, bed, hall, picture, villa, cupboard, apartment, chest of drawers, town house, bathroom, bedroom, wardrobe, sofa, stilt house, kitchen, dishwasher, desk, country house

Types of building	Rooms	Furniture

Grammar

2 **Make sentences. Use appropriate prepositions of place.**





1. The boy ____ ____________
2. The dog ____ ____________
3. The cat ____ ____________





4. The cat _____ ____________
5. The girl ____ ____________
6. The boy____ ____________

3 **Look at the picture and complete the sentences. Use There is/There are/ There isn't/There aren't.**



1. ______________________ a clock on the wall.
2. ____________________ books on the bookshelf.
3. ________________ a desk next to the bookshelf.
4. ____________________ two posters on the wall.
5. _____________ a laptop and a lamp on the desk.
6. _____________ three small plants in the corner.

4 **Turn the sentences in 3 into questions.**

Example:

1. Is there a clock on the wall?

5 **Write six sentences to describe your bedroom.**

Example: There's a big bed next to the door.

Communication

6 **Work in groups. Take turns to draw a cat in the house below. Other students ask questions to find the cat.**



in, under, behind, next to, on, between, in front of

Example:

A: Where is the cat?
B: Is it on the bed?
A: No, it isn't.
C: Is it under the table?
A: Yes, it is.

Finished! Now you can…	✓	✓✓	✓✓✓
• use words for types of houses, furniture and family			
• use prepositions to describe where things are			
• describe things using *there is/ there isn't/there are/there aren't*			
• describe where things are in a house			

LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep record of their answers to each exercise so that they can use that information to complete the self-assessment box at the end of the unit.

Vocabulary

1 Ss do this activity individually then compare their answers with a partner. Ask for Ss' answers or ask one student to write his/ her answer on the board.

Types of building	*Rooms*	*Furniture*
villa, apartment, town house, stilt house, country house	living room, hall, bathroom, bedroom, kitchen, attic	picture, cupboard, chest of drawers, wardrobe, sofa, dishwasher, desk, bed

Ask Ss to work in groups to add more words to each group. The group that can add the most words to the list will be the winner.

Some suggested words:

- Types of house: *cottage, farmhouse, bungalow*
- Rooms: *dining room, guestroom, utility room*
- Furniture: *stool, armchair*

Another version of this activity: Group competition game. Draw the table on the board. Ss work in groups. The group which finishes the activity first will go to the board and write their answers. If all the answers are correct, the group will be the winner.

Grammar

2 Ss look at the pictures and do this exercise individually. Ask some Ss to write the sentences on the board. Check Ss' answers.

Key:

1. The boy is on the table.
2. The dog is in front of the kennel.
3. The cat is between the bookshelf and the sofa.
4. The cat is behind the computer.
5. The girl is in the armchair.
6. The boy is next to the armchair.

3 Ss do this exercise individually then compare their answers with a partner. Check Ss' answers.

Key: **1.** There is **2.** There are **3.** There is **4.** There aren't **5.** There is **6.** There aren't

4 Ss do this exercise individually then compare their answers with a partner. Some Ss write their answers on the board. Check Ss' answers.

1. Is there a clock on the wall?
2. Are there books on the bookshelf?
3. Is there a desk next to the bookshelf?
4. Are there two posters on the wall?
5. Is there a laptop and a lamp on the desk?
6. Are there three small plants in the corner?

5 Ss do this exercise individually then compare their answers with a partner. Some Ss write their answers on the board. Check Ss' answers.

Communication

6 Model the way to ask and answer with a student, then divide Ss into groups. Ss work in groups and take turns to draw a cat in the house in the book. Other Ss ask questions to find the cat. Go around and observe Ss working. Collect their mistakes and errors and discuss them with the whole class.

Finished!

Ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT

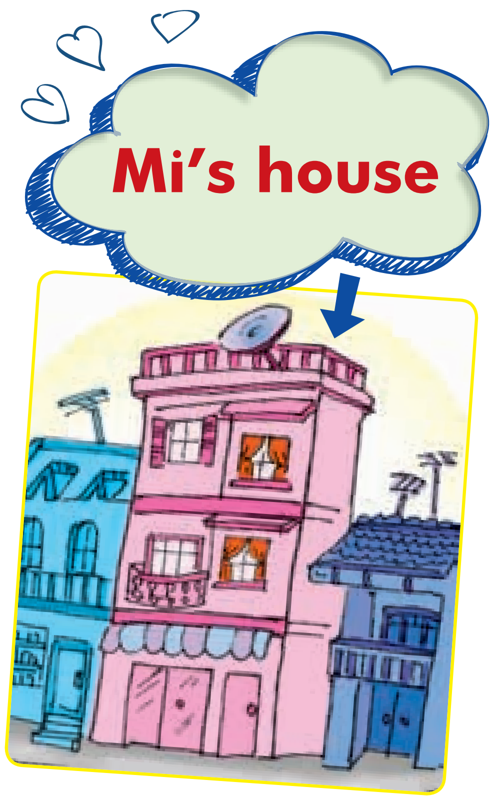
THESE ARE SOME STRANGE HOUSES FROM THE WORLD.

1 Which house do you want to live in? Why?

2 Draw your own crazy house. Tell the group about your house.







PROJECT

1 Ss work in groups. One student in the group asks other group members question **1** and fills the information in the following table:

House	*A*	*B*	*C*	*D*
Name				
Reasons				

This student then summarises their group members' answers and reports the results to the whole class.

2 Ss draw their own crazy house and tell the group about their house. Alternatively, each group can draw a crazy house together then tell the class about their house. The class vote for the best crazy house. If there is no time left, this part can be done at home as homework.

Unit 3 MY FRIENDS

THIS UNIT INCLUDES:

VOCABULARY
Body parts and appearance
Personality

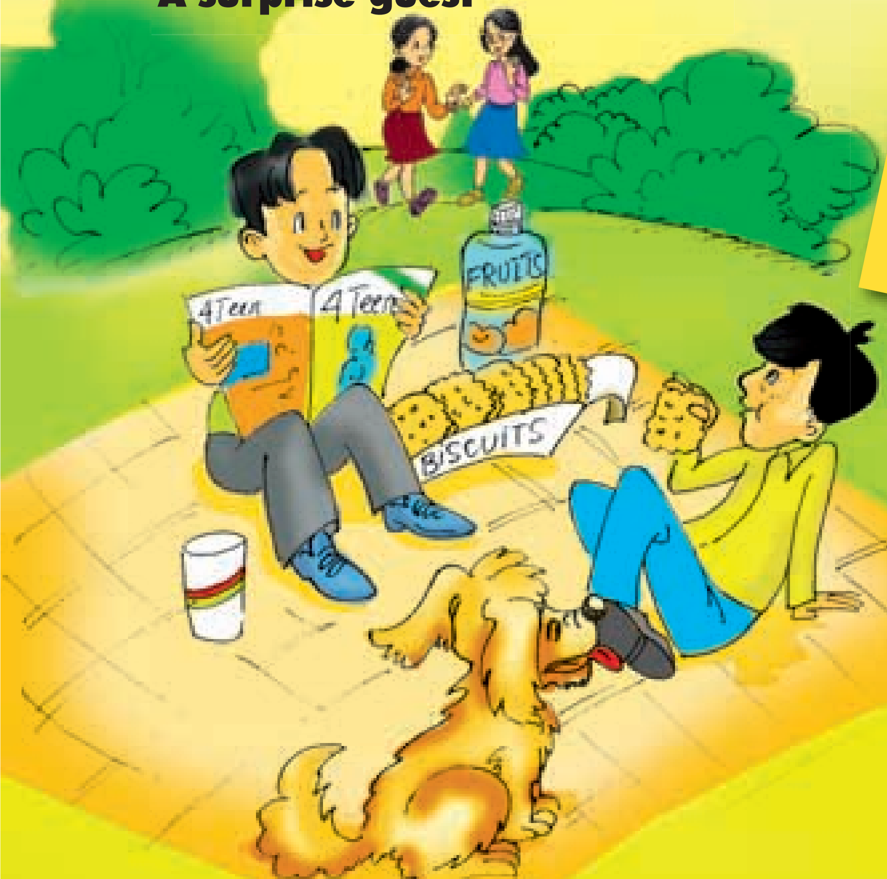
PRONUNCIATION
Sounds /b/ and /p/

GRAMMAR
Verbs *be* and *have* for descriptions
The present continuous for future

COMMUNICATION
Talking about appearance and personality
Talking about plans

GETTING STARTED

A surprise guest



1 Listen and read.

Phuc: This is a great idea, Duong. I love picnics!

Duong: Me too, Phuc. I think Lucas likes them too. *(Dog barks)*

Phuc: Ha ha. Lucas is so friendly!

Duong: Can you pass me the biscuits please?

Phuc: Yes, sure.

Duong: Thank you. What are you reading, Phuc?

Phuc: *4Teen*. It's my favourite magazine!

Duong: Oh, look! It's Mai. And she is with someone.

Phuc: Oh, who's that? She has glasses and she has long black hair.

Duong: I don't know. They're coming over.

Mai: Hi Phuc. Hi Duong. This is my friend Chau.

Phuc & Duong: Hi, Chau. Nice to meet you.

Chau: Nice to meet you too.

Duong: Would you like to sit down? We have lots of food.

Mai: Oh, sorry, we can't. It's time to go home. This evening, we are working on our school project.

Duong: Sounds great. I'm going to the judo club with my brother. How about you, Phuc?

Phuc: I'm visiting my grandma and grandpa.

Chau: OK, see you later!

Phuc & Duong: Bye!

Objectives:

By the end of this unit, students can:

- pronounce correctly the sounds /b/ and /p/ in isolation and in context
- use lexical items related to the topic 'My friends'
- use vocabulary and structures about body parts, appearance, and personality
- use the present continuous to talk about future plans and arrangements
- identify and practise the language of polite requests
- guess the meaning of new words based on clues including pictures and surrounding words
- read for specific and general information in texts including advertisements and e-mails
- listen to get information about friends and things to do with friends
- write an entry for a magazine using notes

Introduction

Before Ss open their books, review the previous unit. Focus on the key language and structures learnt.

Discuss the objectives with Ss.

Write the Unit title on the board 'A surprise guest'. Explain the meaning of 'surprise' and ask Ss to guess what the picture might show or what the conversation might be about. Let Ss open their books and check their answers.

GETTING STARTED
A surprise guest

1 Ask Ss questions about the picture:

E.g. What is Phuc doing? What are they eating and drinking?

T can also ask Ss to share any recent experiences of going on a picnic. Play the recording. Ss listen and read.

T can play the recording more than once. Pause the recording at the appropriate places if Ss need help with comprehension questions.

a **Put a suitable word in each blank.**

1. Phuc and Duong are having a _____.
2. Lucas _____ picnics.
3. Lucas is a ____ dog.
4. Phuc and Duong see _____ and _____.
5. Chau has _____, and she has _____.
6. This evening, Mai and Chau are _____.

b **Polite requests and suggestions**
Put the words in the correct order.

Making and responding to a request

1. can/pass/the/please/biscuits/you/me?
2. sure/yes

Making and responding to a suggestion

1. sit down/like to/would/you?
2. sorry/oh/can't/we

2 Game: Lucky Number

Cut 6 pieces of paper. Number them 1-6. In pairs, take turns to choose a number. Look at the grid and either ask for help or make a suggestion.

1. pass the pen	4. listen to music
2. play outside	5. turn on the lights
3. move the chair	6. have a picnic

If it is 1, 3, 5, ask for help.
Example:
A: Can you _____ please?
B: Yes, sure.

If it is 2, 4, 6, make a suggestion.
Example:
A: Would you like to _____?
B: Yes, I'd love to./ Oh, sorry, I can't.

Adjectives for personality

3 **Choose the adjectives in the box to complete the sentences. Look for the highlighted words. Listen, check and repeat the words.**

talkative clever boring creative shy
kind confident hard-working friendly funny

1. Mina is very_____. She likes to draw pictures. She always has lots of new ideas.



2. Thu is _____. He likes to help his friends.





3. Minh Duc is _____. He isn't shy. He likes to meet new people.

4. Kim is very _____. She's always on the phone, chatting to friends.



5. Mai is ______. She understands things quickly and easily.





Learning Tip

When you're reading, look for clues (pictures, words in context) to guess the meaning of new words.

To be + adjective +	To be + adjective −
I'm (am) hard-working	I'm not (am not) hard-working
you're (are) kind	you aren't (are not) kind
he's/she's/it's (is) friendly	he/she/it isn't (is not) friendly
we're/you're/they're (are) funny	we/you/they aren't (are not) funny

4 Complete the sentences.

1. I ___ hard-working. (+)
2. Phuc ___ kind. (+)
3. Chau ___ shy. (-)
4. We ___ creative. (-)
5. My dog ___ friendly. (+)
6. They ____ funny. (+)

5 Game: Friendship Flower

In groups of four, each member writes in the flower petal two adjectives for personalities which you like about the others. Compare and discuss which two words best describe each person.



a Ss work independently. Allow them to share answers before discussing as a class.

Key:	**1.** picnic	**2.** likes/loves	**3.** friendly
	4. Mai and Chau	**5.** glasses; long black hair	
	6. working on their school project		

b Polite requests and suggestions

Tell Ss to refer back to the conversation to find the phrases. Practise saying them together (play the recording again as a model if necessary). Pay attention to intonation when asking questions. Ask pairs to role-play the short conversations before demonstrating for the class. Encourage Ss to extend the conversations.

Key:

Making and responding to a request

1. Can you pass the biscuits for me, please?

2. Yes, sure.

Making and responding to a suggestion

1. Would you like to sit down?

2. Oh, sorry. We can't.

2 Demonstrate the game to the class first. Ask a student to help you. Then Ss play in pairs. Monitor for any errors in stress or intonation and discuss after Ss have finished playing the game.

3 Ss practise saying the adjectives. Help explain the meaning, e.g. use mimes such as yawning and checking your watch for 'boring'. Then ask Ss to write the correct adjectives in the gaps. Tell Ss they will only need five of the ten adjectives to complete this activity.

Play the recording to allow Ss to check their answers. Discuss any common errors and provide further practice if necessary.

Key:	**1.** creative	**2.** kind	**3.** confident	**4.** talkative	**5.** clever

4 Tell Ss to look back at **3**. Ask what word comes after the names (is), e.g. 'Mina is very creative'. Make some more sentences about the class and write them on the board, e.g. (Point to Ss) 'They are hard-working.' Underline the forms of 'be'. Repeat making negative sentences, e.g. (Point to a student) 'He isn't boring'. Then ask Ss to complete the sentences. Remind Ss that 'is', 'am' and 'are' are all forms of 'be'.

Key:	**1.** am	**2.** is	**3.** isn't	**4.** aren't	**5.** is	**6.** are

5 If you do not have time for this activity, ask Ss to complete it at home. Ss can present their flowers to class, or make a display of the flowers on a noticeboard.

A CLOSER LOOK 1

Vocabulary

Appearances

arm ears elbow eyes face foot
fur glasses hand head knee
leg mouth neck nose tail
tooth cheek finger shoulders



1 **Match the words with the pictures on the cover page of *4Teen* magazine. Listen, check and repeat the words.**



Watch out!

eye – eyes tooth - teeth
hand – hands foot - feet

2 **Create word webs.**

Example:

long/short: arms, hair, tail, ___

big/small: ___ ___ ___ ___ ___ ___

round/long: ___

black/blonde/curly/straight: ___ ___

chubby: ___ ___

5 **Listen. Then practise the chant. Notice the rhythm.**

We're having a picnic
We're having a picnic
Fun! Fun! Fun!
We're bringing some biscuits
We're bringing some biscuits
Yum! Yum! Yum!
We're playing together
We're playing together
Hurrah! Hurrah! Hurrah!

Pronunciation

/b/ and /p/

3 **Listen and repeat.**

picnic biscuits blonde
black big patient

4 **Listen and circle the words you hear.**

/b/	/p/
band	play
brown	ponytail
big	picnic
bit	pretty

Grammar

***have* for descriptions**

+	–
I /you have he /she /it has we/you/they have	I/you don't have he/she/it doesn't have we/you/they don't have
?	**answer**
Do I/you/we/they have …?	Yes, I/you/we/they do. No, I/you/we/they don't.
Does he/she/it have …?	Yes, he/she/it does. No, he/she/it doesn't.
Wh-questions	
What colour eyes does he have?	He has ___.
What sort of hair does she have?	She has ___.

A CLOSER LOOK 1

Introduction

Check if Ss remember who was reading *4Teen* in Getting Started.

Vocabulary

Appearances

1 Ss may already know some appearance vocabulary, so first ask them to match the words they know. T can also ask Ss to separate the vocabulary into words that only apply to animals (*fur, tail*).

Allow Ss to work together. Point out the irregular plurals using the 'Watch out!' box. Play the recording as many times as required to support Ss' pronunciation. Finally review and test Ss' comprehension by asking them to respond to imperative sentences, e.g. 'Touch your elbow'.

Watch out!

Ask Ss what they notice about these irregular plurals – they contain double vowels.

2 Explain that some words go together, e.g. *long* + *hair*, but some don't, e.g. *round* + *knee*. Write the adjectives on the board and allow Ss to attach vocabulary cards to make matches. Ask Ss to complete the word webs in their books.

Key:

- long/short: legs, arms, tail, hair
- big/small: head, hands, ears, feet, eyes, nose
- black/blonde/curly/straight: hair, fur
- chubby: face, cheeks
- round/long: face

Pronunciation

/b/* and */p/

3 Have Ss practise the /p/ and /b/ sounds together. Tell them they should hear the (voiced) /b/ sound but not the (voiceless) /p/ sound.

Play the recording and ask Ss to listen and repeat. Play the recording as many times as necessary.

4 Have Ss practise reading the word pairs first. Then ask them to do the task while listening to the recording.

Key: **1.** play **2.** band **3.** ponytail **4.** brown **5.** picnic **6.** pretty

Audio script:

1. We often play badminton in the afternoon.
2. Are you singing in that band?
3. Her ponytail is so cute!
4. He has a brown nose.
5. Let's have another picnic this weekend!
6. She's got such a pretty daughter.

5 Ask Ss to listen while T plays the recording. Clap or use an instrument like a tambourine to help Ss understand the rhythm.

Play the recording again and ask Ss to chant along. Provide further practice by dividing the class into two groups. Have groups sing alternate lines.

Grammar

***have* for descriptions**

Introduction

Review descriptions. Stick some pictures of people from magazines on the board. Call out a description, e.g. *'They have short black hair'*, and have Ss touch the appropriate picture while repeating the sentence. Next, point to pictures and form sentences, e.g. '*Does she have long black hair?*' Point out that *do* or *does* is added to the start of questions *'Do you have long hair?'*, and the end of answers, *'Yes, I do'.*

6 **Look at the cover page of *4Teen* magazine and make the sentences.**

1. the girl/short hair?

 ______________________.

 No, she _______________.

2. Harry Potter/big eyes?

 ______________________.

3. The dog/a long tail.

 ______________________.

4. And you, you/a round face?

 ______________________.

 Yes/I/. No/I.

 ______________________.

7 **Phuc, Duong and Mai are talking about their best friends. Listen and match.**



a.



b.



c.

Phuc	
Duong	
Mai	

8 **What are the missing words? Write *is* or *has*. Listen again and check your answers.**

A. My best friend (1)__________ a round face and short hair. He isn't very tall but he (2)__________ kind and funny. I like him because he often makes me laugh.

B. My best friend is Lucas. He (3)__________ a brown nose. He (4)__________ friendly! I like him because he's always beside me.

C. My best friend (5)__________ short curly hair. She (6)__________ kind. She writes poems for me, and she always listens to my stories.

A CLOSER LOOK 2

Grammar

The present continuous for future

1 **Listen again to part of the conversation.**

Duong: I don't know. They're coming over.

Mai: Hi, Phuc. Hi, Duong. This is my friend Chau.

Phuc & Duong: Hi, Chau. Nice to meet you.

Chau: Nice to meet you too.

Duong: Would you like to sit down? We have lots of food.

Mai: Oh, sorry, we can't. It's time to go home. This evening, we are working on our school project.

Duong: Sounds great. I'm going to the judo club with my brother. How about you Phuc?

Phuc: I'm visiting my grandma and grandpa.

The present continuous for future

Be + V-ing

We can use the present continuous to talk about future plans.

I**'m not coming** tonight. I'm busy.

Tomorrow, I**'m playing** football with my team.

This evening, they**'re watching** a film.

2 **Now, underline the present continuous in the conversation. Which refers to the actions that are happening now? Which refers to future plans? Write them in the table.**

Actions now	Plans for future
	Example: This evening, we are working on our school project.

6 Ss make the sentences individually. They can discuss their answers with a partner before discussing with the class.

Key:
1. - Does the girl have short hair?
- No, she doesn't.
2. Does Harry Potter have big eyes?
3. The dog has a long tail.
4. And you, do you have a round face?
Yes, I do./No, I don't.

7 Use questions to elicit vocabulary about the pictures to help Ss predict the content of the recording. Play the recording and ask Ss to match the pictures to the people. Discuss the answers, and ask Ss to recall parts of the recording that helped them do the matching.

Key: Phuc: **c** Duong: **a** Mai: **b**

Audio script:

Hi, my name's Phuc. My best friend has a round face and short hair. He isn't very tall but he is kind and funny. I like him because he often makes me laugh.

Hello, I'm Duong. My best friend is Lucas. He has a brown nose. He is friendly! I like him because he's always beside me.

Hi, my name's Mai. My best friend has short curly hair. She is kind. She writes poems for me, and she always listens to my stories.

8 Ask Ss to fill in the gaps by recalling the recording and using the information in the grammar input box. Play the recording to allow Ss to check their answers.

Key: **1.** has **2.** is **3.** has **4.** is **5.** has **6.** is

A CLOSER LOOK 2

Grammar

The present continuous for future

1 Ask Ss to recall what happened in the conversation in Getting Started. T can ask Ss to focus on the verbs that were used. Play the recording and ask Ss to listen and follow the conversation on the page. Play the recording again and ask Ss to circle all the verbs. Use the grammar box to help T explain that some *-ing* verbs describe actions happening now, and some describe plans for the future. Point out contextual clues, such as use of adverbs of time, e.g. *This evening/Tomorrow.* Point out that some verbs lose their final 'e' when *–ing* is added, e.g. *coming, leaving, riding, taking...*

2 Ss fill in the table with sentences from the conversation. Ask Ss to feedback with reasons for their choices.

Key:

Actions now	*Plans for future*
They're coming over.	I'm going to the judo club with my brother. I'm visiting my grandma and grandpa.

3 **Write sentences about Mai's plans for next week. Use the present continuous for future.**

Things to do
test → Yes
cooking class → No
museum → Yes
BBQ → Yes

Example : She's finishing her homework. (finish)

1. She ______________ a test. (take)
2. She ______________ to her cooking class. (go)
3. She ______________ a museum. (visit)
4. She ______________ a barbecue with her friends. (have)

4 **Sort them out! Write N for Now and F for Future.**

1. Listen! Is that our telephone ringing?	
2. They're going to the Fine Arts Museum this Saturday.	
3. Where's Duong? He's doing judo in Room 2A.	
4. She's travelling to Da Nang tomorrow.	
5. Are you doing anything this Friday evening?	
6. Yes, I'm watching a film with my friends.	

5 **Game: Would you like to come to my party?**

Choose the day of the week that you plan to:

- have a party
- prepare for the class project
- go swimming

Then go around the class and invite friends to go to your party on the day you have decided. How many people can come to your party?

Example:

Nhung's week						
Mon.	**Tue.**	**Wed.**	**Thur.**	**Fri.**	**Sat.**	**Sun.**
swimming			*project*	*party*		

Nhung: Would you like to go to my party on Friday?

Phong: I'd love to. I'm not doing anything on Friday. / Oh, I'm sorry I can't. I'm going swimming with my brother.

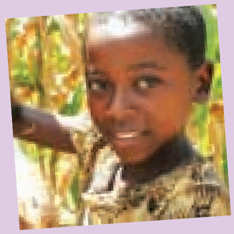


COMMUNICATION

Extra vocabulary

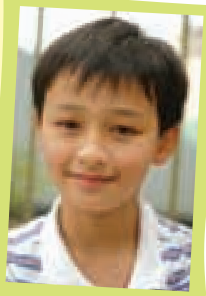
choir, firework competition, greyhound racing, field trip, temple, volunteer, independent, curious, freedom-loving, responsible, reliable

1 **Read this page from *4Teen* magazine.**



ADIA: (Yobe, Nigeria)
Birthday 15/5

On Saturday I'm helping my parents in the field as usual. Then on Sunday we're singing at our village's choir club. It's so exciting!



VINH: (Da Nang, Viet Nam)
Birthday 7/12

I'm going to my English club this Saturday. Then on Sunday I'm going to Han River with my parents to watch the international firework competition. You can watch it live on TV.



JOHN: (Cambridge, England)
Birthday 26/2

This Saturday I'm doing the gardening with my mum. Then on Sunday my parents are taking me to London to see the greyhound racing. It's my birthday present!

3 Ask Ss to complete the sentences individually. Remind them to pay attention to the 'be' verb and to the spelling of verbs ending in 'e' such as 'take'. Discuss any difficulties before Ss attempt 4.

Key:	**1.** is taking	**2.** isn't going	**3.** is visiting	**4.** is having

4 Ss write N for actions happening now, and F for future plans.

Key:	**1.** N	**2.** F	**3.** N	**4.** F	**5.** F	**6.** N

5 Ask Ss to prepare for the activity by first writing the days from Monday to Sunday, and writing activities next to each - they should add the three activities listed in **5**: organizing a party, working on a project, going swimming. They should leave some days free to arrange new plans. Practise the model conversation with the class. Then ask Ss to mingle and make arrangements with their classmates. Afterwards feedback by asking Ss to tell the class about their plans, e.g. 'On Thursday, I am going swimming with Nguyet, Phuong and Huong.'

COMMUNICATION

Introduction

With Ss, discuss the features of magazine pages – headlines, boxed text, colourful, lots of pictures.

1 Before Ss open their books, show the pictures of the five friends in the magazine. Discuss the friends with the class: where they are from, what their names might be, what they might like to do, etc. You can bring a map or a globe to class to show where they are from.

THIS WEEK IN 4Teen WE ASK OUR FRIENDS AROUND THE WORLD, 'WHAT ARE YOU DOING AT THE WEEKEND?'

TOM: (New York, US) Birthday 19/1



Our school is visiting a fire station in the neighbourhood this Saturday. It's a field trip for our project. We're talking to firefighters and checking out different fire trucks. On Sunday, I'm going to the movies with my friends. That's great!



NORIKO: (Sakai, Japan) Birthday 21/8

On Saturday, I'm going to class at the Friends of Ikebana society. I'm a volunteer teacher there. Then I'm travelling to Shitennoji Temple in Osaka with my new English friends.

2 **Find the star sign of each friend to find out about their personality. Do you think the description is correct?**

Aries 21/3 – 20/4 independent, active, freedom-loving

Taurus 21/4 - 20/5 patient, reliable, hard-working

Gemini 21/5 – 20/6 talkative, curious, active

Cancer 21/6 – 20/7 sensitive, caring, intelligent

Leo 21/7 – 20/8 confident, competitive, creative

Virgo 21/8 -20/9 careful, helpful, hard-working

Libra 21/9 – 20/10 talkative, friendly, creative

Scorpio 21/10 - 20/11 careful, responsible, curious

Sagittarius 21/11 – 20/12 independent, freedom-loving, confident

Capricorn 21/12 – 20/1 careful, hard-working, serious

Aquarius 21/1 – 20/2 friendly, independent, freedom-loving

Pisces 21/2 – 20/3 kind, helpful, creative



3 **Look for your star sign. Do you agree with the description?**

4 **Think about your friends' personalities. What star signs do you think they are? Find out if you are correct!**

2 Tell the class they will be introduced to some new verbs. Ask Ss to find the star signs of the five friends in *4Teen*. Ask them to look at the adjectives of personalities in the star signs and compare them with what they read about the five friends in **1**.

3 Ss review the star sign descriptions for their own signs. Ss can tick adjectives they agree with, and cross ones they disagree with. Allow them to share their thoughts with a partner.

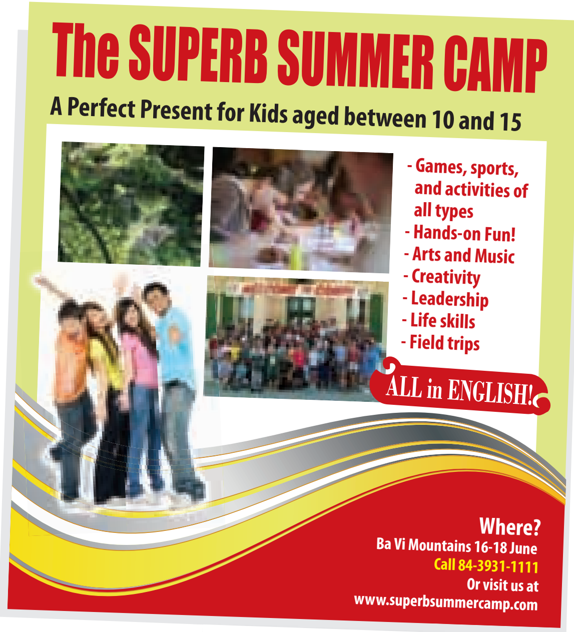
4 Play a line-up game. Ss have to arrange themselves in order of birthdays. Support them by reviewing months and dates and giving a question and answer they can use: *When's your birthday? It's on*________________. Pair Ss and ask them to read out their partner's star sign.

SKILLS 1

Reading

1 Read the advertisement for the Superb Summer Camp and choose the best answer.

1. The camp is for kids aged between __________.
   a. 6-9 b. 10-15 c. 18-19
2. The camp is in the __________.
   a. sea b. city park c. mountains
3. The camp lasts for __________ days.
   a. three b. four c. five



2 Read the text quickly. Then answer the questions.

1. Is the text a letter, an e-mail, or a blog?
2. What is the text about?
3. Is Phuc enjoying himself?

From: Nguyen Huu Phuc <phuc.nguyen@webmail.com>
To: My parents <parents.nguyen@webmail.com>
Date: Friday 16th June – Subject: My first day at The Superb Summer Camp



Hi Mum and Dad,

Here I am at the Superb Summer Camp. Mr Lee asks us to write e-mails in English! Wow everything here is in English! There are 25 kids from different schools in Ha Noi. They are all nice and friendly. My new friends are Phong, James, and Nhung. (I'm attaching a photo of us here). James has blond hair, and big blue eyes. He's cool, and creative. He likes taking pictures. He's taking a picture of me now! Phong is the tall boy. He's sporty and plays basketball very well. Nhung has chubby cheeks and curly black hair. She's kind. She shared her lunch with me today.

This evening we're having a campfire. We're singing and James is telling a ghost story! I hope it isn't too scary! Tomorrow we're doing a treasure hunt in the field. Then in the afternoon we're visiting a milk farm to see how they make milk, cheese and butter. I'm not sure what we're doing on the last day! Mr Lee hasn't told us yet. I'm sure it will be fun!

I miss you already. Please write soon.

Love,

Phuc

3 Read the text again and write True (T) or False (F).

1. Phuc is writing to his teacher. ***F (his parents)***
2. Phuc has four new friends. _____
3. Phuc thinks Nhung is kind. _____
4. Phuc likes scary stories. _____
5. In the evening, the kids are playing inside. _____
6. They're working on a milk farm tomorrow. _____
7. The children can speak Vietnamese at the camp. _____

Speaking

4 Make your own English camp schedule.

	Morning	Afternoon
Day One		
Day Two		
Day Three		

5 Take turns. Tell your partner about it. Listen and fill in the schedule.

	Morning	Afternoon
Day One		
Day Two		
Day Three		

SKILLS 1

Introduction

Show the class three objects/pictures of objects that you might use at camp, e.g. *torch, backpack, hiking shoes.* Ask the class to guess when you might use all three objects. Then Ss can open their books and check their guesses.

Reading

Before starting, T discusses with Ss the features of advertisements: title, short texts, eye-catching, contact details, etc.

1 Tell Ss this advertisement is about the Superb Summer Camp. Ask Ss to look at it for 2 minutes and try to remember as much as they can. Then ask the class to cover the page and tell T what they remember. Elicit answers by asking, E.g. *The camp is for children of what age? What did you see in the pictures? Where will the camp be? What can you do at the camp? When does it happen?* Go through the contents of the advertisement with the class.

Key: **1.** b **2.** c **3.** a

2 Before starting, T discusses with Ss the features of e-mails: format, greetings, endings. Tell Ss the e-mail is written by a boy at the camp. Discuss how he might feel. T can ask Ss to recall times they've spent away from home. Then ask Ss to quickly read to check their predictions and to find the answers to the questions. Ss can underline parts of the e-mail that helped them with the answers. Set a strict time limit to ensure Ss read quickly for information. Accept any reasonable answers.

Key: **1.** An e-mail. **2.** A stay at the Superb Summer Camp. **3.** Yes, he is.

3 Read the sentences together with Ss. Set a longer time limit for them to re-read the text and answer T or F. Again ask Ss to note where they found the information that helped them complete the activity. In pairs, Ss can compare answers before discussing them as a class. Encourage Ss to support their answers.

Key:
1. F (He's writing to his parents.)
2. F (He has three.)
3. T
4. F (He hopes it isn't too scary.)
5. F (They're having a campfire and telling a ghost story.)
6. F (They're visiting a milk farm.)
7. F (They speak English only.)

Speaking

4 Ask Ss to make their own English camp schedule then ask them to report their results to class.

5 Go back to the advertisement and elaborate the activities listed with Ss. Brainstorm ideas onto the board. E.g. *What kind of games do you think there are at the camp? How about art and music activities? And Leadership programmes?* Pair Ss and ask them to use the ideas they brainstormed to fill in their own schedule. Ensure pairs don't see each other's schedule. T can ask Ss to sit back to back. Give each student a fixed amount of time to speak. Ss can report to the class about their partner's schedule.

SKILLS 2

Listening

1 What do you see in the photos? Choose the words in the box to fill in the table. Then listen and check.

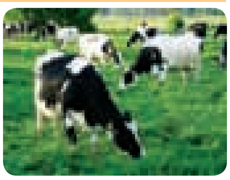
riding a bike   hiking   skiing
taking part in a cooking competition
playing beach volleyball
taking part in an art workshop
visiting a milk farm
playing traditional games
taking a public speaking class

a	
b	
c	
d	
e	
f	
g	
h	
i	


a

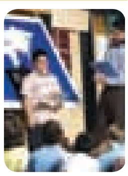

b

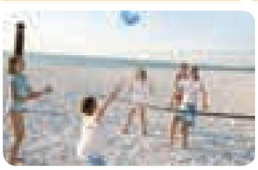

c


d


e


f


g


h


i

2 Which activities do you think may/may not happen at the Superb Summer Camp? Why/Why not?

3 Listen to Mr Lee, the camp leader, talking on the phone with Phuc's parents. What are they doing on Day Two and Day Three at the camp?

	Morning	Afternoon
Day Two	*doing a treasure hunt*	*visiting a milk farm and* ----------------------------
Day Three	---------------------	---------------------------

Writing

Study Skills

Research, draft, check

Research
Make notes and brainstorm ideas. (You can look back at the unit to help you.)

Find or draw pictures to add to your writing.

Draft
Then write your first draft.

Check
Check your draft. Can you improve it? (You can swap with a partner and suggest ways to improve it). Write it out again.

4 Write for *4Teen* magazine about your plans this weekend with your friends.

Use these notes to help you.

- **Introduce yourself**
  Describe yourself – think about your appearance and personality
- **Describe your friends**
  Write about your friends – think about their appearance and personality
- **Describe your plans**
  What do you plan to do together this week?

SKILLS 2

Listening

1 Ask Ss what they see in the photos first. Then point at the words in the box and ask them to fill in the table matching. Play the recording for checking and practising reading the words.

Key:

a	hiking
b	taking part in a cooking competition
c	skiing
d	visiting a milk farm
e	taking part in an art workshop
f	riding a bike
g	taking a public speaking class
h	playing beach volleyball
i	playing traditional games

2 Ask Ss to refer to the contents of the advertisement. Give Ss time to decide which activities are more likely to happen at the camp and which are not. Ask them to explain why they think so.

Key: Activities that may happen at the Superb Summer Camp: a, b, d, e, f, g, i

Activities that may not happen at the Superb Summer Camp: c, h
(because the camp is in Ba Vi Mountains)

3 Have Ss brainstorm the things that Mr Lee plans for camp. Ss can re-read the advertisement for ideas. They can also refer to the list in **1**. Play the recording. Ask Ss to listen the first time. Then play the recording again and allow Ss to fill in the table as they listen. Ss can share their answers before playing the recording a final time to allow pairs to check their answers.

Key:

	Morning	Afternoon
Day Two	doing a treasure hunt	visiting a milk farm and taking part in the public speaking class
Day Three	taking part in the "Kids Cook" Contest	having a pool party

Audio script:

Phuc's parents: ... So how was the first day?

Mr Lee: It was good. Today we had a bike ride to the mountains and visited a Dao people village.

Phuc's parents: Interesting ... How about tomorrow? Are you going somewhere?

Mr Lee: Oh yes, tomorrow morning we're having a treasure hunt. In the afternoon we're visiting a milk farm to see how milk and butter are made. After that we're opening the public speaking class. The kids are talking about their favourite country in the world.

Phuc's parents: That's fun! And on the third day?

Mr Lee: Oh, that's something special. There's the World Foods Festival at the camp in the morning when the kids compete for prizes. That's our "Kids Cook" Contest. They're cooking their own unique dish. And in the afternoon we're having a big party by the pool!

Phuc's parents: Really? Sounds great!

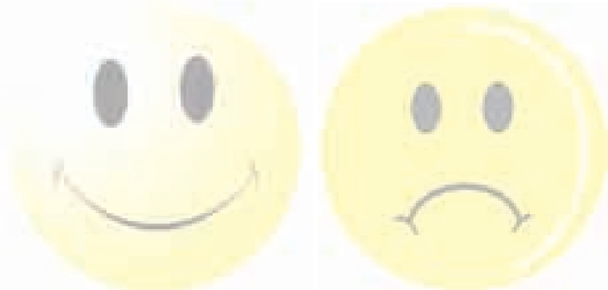
LOOKING BACK

Vocabulary

1 Write the correct words on the faces.

creative	boring	funny	confident
hard-working	kind	clever	talkative
sporty	shy	patient	serious

Can you remember more words? Add them to the faces.



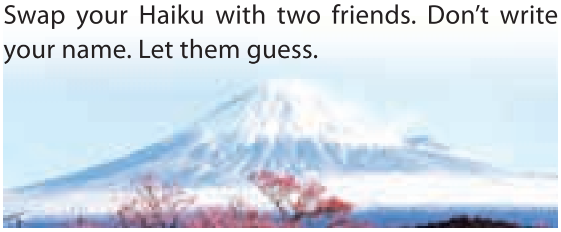
2 Make your own Haiku!

"Haiku" comes from Japan.

Write a three-line Haiku poem to describe yourself. The first and last lines have five syllables. The middle line has seven syllables. The lines don't need to rhyme.

My hair is shiny
My cheeks are round and rosy
This is me. I'm Trang!

Swap your Haiku with two friends. Don't write your name. Let them guess.



Grammar

3 Game: Who's who?

In groups, choose a person in your group. Describe their appearance and personality. Let your friends guess.

Example:

Group: Who is it?

A: He's tall. He has glasses. He's talkative. He's creative too. He isn't shy.

B: Is it Minh?

A: Yes!/No, try again.

4 Complete the dialogue.

A: What __________ you __________ tomorrow?

B: I __________ some friends. We __________ to Mai's birthday party. Would you like to come?

A: Oh, sorry, I can't. I __________ football.

B: No problem, how about Sunday? I __________ a film at the cinema.

A: Sounds great!

Communication

5 Student A looks at the schedule on this page. Student B looks at the schedule on the next page.

Example:

A: What are you doing tomorrow?

B: I'm playing football with my friends./I'm not doing anything.

Student A

8 a.m. – 9.30 a.m.



10 a.m. – 11 a.m.



2 p.m. – 4 p.m.



4 p.m. – 5 p.m.

5 p.m.

Writing

4 Tell the class that three letters can help them to write better. Write R, D and C on the board, and allow Ss to guess what each letter stands for. Tell Ss to open their books and check their guesses (Research, Draft, Check). Introduce the rubric: Write a magazine entry. Write about your friends. Then write about your plans. Demonstrate the R, D, C process with the class, e.g. For Research, show some pictures T would like to use, then brainstorm vocabulary for Introducing yourself, Describing friends, and Describing plans. Allow Ss to review the unit for useful language, and note interesting expressions and language on the board. You can also show an entry from a magazine to inspire Ss. For Draft encourage Ss to extend the brainstormed notes into full sentences. Then for Check, focus on what improvements can be made. Consider punctuation, structural elements such as paragraphs, titles and layout, etc.

Encourage Ss not to refer back to the unit. Instead they can use what they have learnt during the unit to help them answer the questions. That will help T and Ss see how far they have progressed, and which areas need further practice.

The exercises in Looking Back match the Now you can... self-assessment statements at the end. Ss should check how well they did at each exercise and use that information when filling in the self-assessment.

LOOKING BACK

Vocabulary

1 Ss can check their answers with a partner before discussing the answers as a class. However, Ss should keep a record of their original answers so they can use that information in their *Now you can...* statement.

2 Explain that Haiku is a traditional form of Japanese poetry. There are three lines in a Haiku: the first and the last lines have 5 syllables and the middle line has 7 syllables. The lines rarely rhyme. Read the Haiku in the textbook and ask Ss to count the syllables in each line. Then encourage Ss to create their own Haiku. Allow thinking time. Then ask Ss to work in groups of 3 to exchange their poems (without Ss' names) and guess which poem describes which person.

Grammar

3 Before starting the activity, put Ss into groups. Ask Ss to choose a member of group and write a short description of him/her. Demonstrate the activity with the class, with Ss choral reading Group & A's roles.

4 Elicit the language being practised in this activity (the present continuous for future). Ask Ss to complete the conversation individually. As in **1**, Ss can share answers with a partner, but they should record their original answers to guide their self-assessment.

Key:

A: What are you doing tomorrow?

B: I'm meeting some friends. We are going to Mai's birthday party. Would you like to come?

A: Oh, sorry, I can't. I'm playing football.

B: No problem, how about Sunday? I'm watching a film at the cinema.

A: Sounds great!

Communication

5 Divide Ss into pairs of As and Bs. Remind Ss to only look at their own schedule. Allow Ss to complete the communication activity. Ask pairs to join other pairs forming groups of 4. As and Bs can share what they learnt about their partners' schedules before discussing with the class.

Student B

8 a.m. – 9.30 a.m.



10 a.m. – 11 a.m.



2 p.m. – 4 p.m.



4 p.m. – 5 p.m.

5 p.m.

Finished! Now you can...	✓	✓✓	✓✓✓
• use adjectives to describe personality			
• name parts of the body			
• describe appearance and personality using forms of *be - have*			
• ask and talk about future plans			

PROJECT

My class yearbook

Let's make a class yearbook!

1. Stick a photo/drawing of the friend sitting next to you on a large sheet of paper.
2. Write a short description of your friend. Think about how special he/she is (appearance, personality).
3. Interview your friend to find out about him/her (e.g. interesting facts, hobbies, favourite subjects/teachers/books/movies, what she/he likes/hates, etc). Include these facts in your writing.
4. Decorate the page and bring it to class to make a class yearbook.



Finished!

Ask Ss to use their results in the exercises in Looking Back to guide them as they complete this self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT
My class yearbook

Show the class some examples of yearbooks (there are many examples online). Explain what a yearbook is and why Ss like to make them. Then discuss the appearance and the descriptions of your examples. Discuss how Ss can make their yearbook pages look interesting (use photos, coloured paper, illustrations).

Ss can complete the project as homework if you are short of time. Make a display of the yearbook pages in the classroom, or on a noticeboard, or copy and compile all the pages into a real yearbook for Ss to take home.

REVIEW 1 (UNITS 1 - 2 - 3)

LANGUAGE

Pronunciation

1 Odd one out. Which underlined part is pronounced differently in each line?

1.	A. ears	B. eyes	C. arms	D. lips
2.	A. stove	B. telephone	C. mother	D. bone
3.	A. vases	B. dishes	C. tables	D. fridges
4.	A. notebooks	B. rulers	C. erasers	D. pencils
5.	A. brother	B. nose	C. stomach	D. oven

2 Write the names of school things and furniture in the house which begin with /b/ and /p/.

/b/ book, ____

/p/ pen, ____

Vocabulary

3 Complete the words.

1. E_ _l_ _ _
2. h_ _ _w_ _ _
3. l_ _ _h
4. s_ _ r_ _
5. b_ _m_ _ _ _n
6. p_ _ s_ _ _
7. l_ _ _o_
8. j_ _ _

Now write the words in the correct group.

Play:________________________________

Do:________________________________

Have:________________________________

Study:________________________________

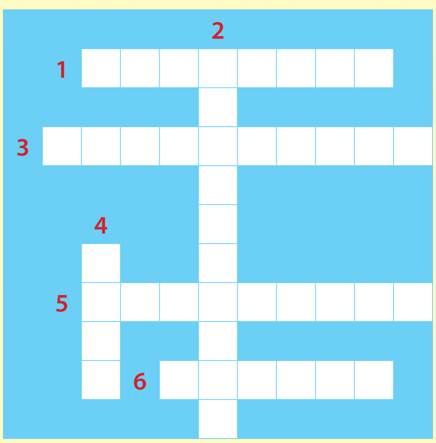
4 Do the crossword puzzle.

ACROSS

1. This is a large cupboard for hanging your clothes.
3. People sit, talk and relax in this room.
5. This is a set of rooms, usually on one floor of a building.
6. This is a large picture that is put on a wall.

DOWN

2. People eat in this room.
4. This is a space inside the front door of a building.



5 Choose the correct words.

1. Hue is a quiet/talkative student. She doesn't say much in class.
2. Trang is a shy/confident girl. She doesn't talk much when she meets new friends.
3. My friends always do their homework. They're lazy/hard-working.
4. My mother never gets angry with us. She's patient/boring.
5. My younger brother is very kind/sporty. He can play football, badminton and volleyball very well.

Grammar

6 Complete the sentences with the present simple or the present continuous form of the verbs in brackets.

1. We can't go out now. It (rain) ______.
2. What time you (have) ______ breakfast every day?
3. I (not/go out) ______ this afternoon. I (do) ______ my homework.
4. My dog (like) ______ my bed very much. He (sleep) ______ on it now.
5. There (be) ______ a lamp, a computer and some books on my desk.

7 Nick is describing his mother. Complete the description with the correct form of the verbs "be" or "have". Sometimes you need the negative form.

My mother (1) ______ 45 years old. She (2) ______ chubby because she likes playing sports. She (3) ______black hair. Her hair (4) ______ blonde. She (5) ______ blue eyes, a straight nose and full lips. Her fingers (6) ______ slim. My mother (7) ______ kind. She likes helping other people. She (8) ______ also funny because she usually makes us laugh. I love her very much.

8 Read the sentences and draw the furniture in the right place.



REVIEW 1

Introduction

The aim of this Review is to revise the language Ss have studied and the skills they have practised since Unit 1.

Introduction: Ask Ss what they have learnt so far in terms of language and skills. Summarise their answers in the end and add some more information if necessary.

LANGUAGE

T may use the Language review as a self-test. Ss do the exercises in 30 minutes then T checks their answers. Otherwise, T can conduct each activity separately.

Pronunciation

1 Elicit the rules of pronouncing the final -s/es if needed. Ss do this exercise individually then share their answers with a partner before giving T the answers. Write the correct answers on the board.

Key: **1.** D **2.** C **3.** C **4.** A **5.** B

2 T can organize this as a game. Ss do this in pairs. The pair that finds the most words will go to the board and write their answers. Other pairs may want to add more words. Write other words on the board.

/b/	/p/
book, bag, bed…	pen, pencil, picture, poster…

Vocabulary

3 Ss do this individually and then share their answers with a partner. One student may write their answers on the board. Check Ss' answers.

Key: **1.** English **2.** homework **3.** lunch **4.** sports **5.** badminton **6.** physics **7.** lesson **8.** judo

Play: sports, badminton
Have: lunch, a lesson
Do: homework, judo
Study: English, physics

4 This can be done as a small competition. Otherwise, Ss do this in pairs. Check Ss' answers.

Key: ***Across:*** **1.** wardrobe **3.** living room **5.** apartment **6.** poster
Down: **2.** dining room **4.** hall

5 Ss do this exercise. Quickly check Ss' answers. If time allows, ask Ss to think of some other words and make sentences.

Key: **1.** quiet **2.** shy **3.** hard-working **4.** patient **5.** sporty

Grammar

6 Elicit the use of the present simple and the present continuous. Call one student to do the exercise on the board. Other Ss also do this. Check Ss' answers. Ask them for explanation if necessary.

Key: **1.** is raining **2.** do you have **3.** am not going out; am doing **4.** likes; is sleeping **5.** is

7 Ask Ss to read the text carefully and pay attention to the hints. Ss do this individually and compare their answers with a partner. Check Ss' answers and ask them to explain the negative forms in their answers.

Key: **1.** is **2.** isn't **3.** doesn't have **4.** is **5.** has **6.** are **7.** is **8.** is

8 Ss do this in pairs. At the same time, one pair goes to the board and does this exercise. Check Ss' answers.

1. There is a sofa in front of the window.
2. There is a lamp next to the sofa.
3. A table is in front of the sofa.
4. There is a vase of flowers on the table.
5. There are two pictures on the wall.
6. A clock is between the pictures.

Everyday English

9 Number the lines of the dialogue in the correct order.

___ Yes, I'd love to.
___ Can I speak to An, please?
___ That sounds great. I'll meet you outside your house at 7 p.m.
___ Speaking. Is that Mi?
___ Yes, I am.
___ Yes. An, are you free this Sunday evening?
___ Would you like to go to Mai's birthday party with me?
___ Alright. See you then.

SKILLS

Reading

1 Choose A, B, or C for each blank in the e-mail below.

From: *an@fastmail.com*
To: *nick@fastmail.com*
Subject: *My best friend*

Hi Nick,

It's great to hear from you. I want to tell you about my best friend.

My grandma is my best friend. She is 68 years old. She (1)_______ with our family. She was a maths teacher (2)_______ a secondary school. She likes (3)_______ up early and watering the flowers in our garden. She usually helps (4)_______ with my homework. In the evening, she tells me interesting (5)________. She also listens (6)_______ me when I'm sad. I love my grandma very much.

What about you? Who's your best friend?

Please write to me soon.

Bye bye,

An

1.	A. lives	B. works	C. goes
2.	A. for	B. on	C. at
3.	A. going	B. staying	C. getting
4.	A. I	B. me	C. my
5.	A. stories	B. songs	C. films
6.	A. with	B. to	C. for

2 Read the text and answer the questions.

MY SCHOOL

My new school is in a quiet place not far from the city centre. It has three buildings and a large yard. This year there are 26 classes with more than 1,000 students in my school. Most students are hard-working and serious. The school has about 40 teachers. They are all helpful and friendly. My school has different clubs: Dance, English, Arts, Football and Basketball. I like English, so I joined the English club. I love my school because it is a good school.

1. Where is the writer's new school?
2. What are the students like?
3. What are the teachers like?
4. How many clubs are there in the school?
5. Why does the author love the school?

Speaking

3 Interview two classmates. Ask them what they like and dislike about your school and the reasons why. Write their answers in the table and report them to the class.

	What he/she likes + reasons	What he/she dislikes + reasons
Classmate A		
Classmate B		

Listening

4 An and Mi are talking on the phone. Listen and circle the parts of the house you hear.

kitchen	garden	garage
bathroom	bedroom	living room

5 Listen again and answer the questions.

1. What's Mi's mum doing?
2. What's Mi's dad doing?
3. Where is Mi's younger brother?
4. What's Mi's cousin doing?

Writing

6 Write an e-mail to your friend. Tell him/her about a family member. Include this information:

1. Who the person is.
2. How old he/she is.
3. What his/her job is/was.
4. What he/she likes doing.
5. What he/she does for you.

Everyday English

9 Ss do this in pairs. After checking their answers, ask one or two pairs to act out the conversation.

6. Yes, I'd love to. 1. Can I speak to An, please? 7. That sounds great. I'll meet you outside your house at 7 p.m. 2. Speaking. Is that Mi?	4. Yes, I am. 3. Yes. An, are you free this Sunday evening? 5. Would you like to go to Mai's birthday party with me? 8. Alright. See you then.

SKILLS

Reading

1 + 2 Ss do these exercises individually and check their answers with a partner before giving their answers to T.

Key:

1 **1.** A **2.** C **3.** C **4.** B **5.** A **6.** B

2 **1.** It's in a quiet place not far from the city centre.
2. They are hard-working and serious.
3. They are helpful and friendly.
4. There are five clubs.
5. Because it's a good school.

Speaking

3 Ss work in groups of three. One interviews the other two about what they like and dislike about the school and the reasons why. Ss write their group members' answers in the table and report them to the class. Summarise Ss' ideas.

Listening

4 Play the recording once for Ss to listen. Play the recording again for Ss to check their answers. Announce the answers to Ss.

Key: kitchen garden living room bedroom

Audio script:

An: Mi, are you at home alone?
Mi: No. Everybody is at home.
An: Where's your mum? Is she cooking in the kitchen?
Mi: No. She's watering the plants in the garden.
An: And where's your dad?
Mi: He's in the living room.
An: What's he doing?
Mi: He's listening to the radio.
An: What about your younger brother? Is he with your mum?
Mi: No. He's sleeping in my bedroom. My cousin, Vi, is here too.
An: What's she doing?
Mi: She's watching TV.

5 Ask Ss to quickly read the questions. Ss listen to the recording again and answer the questions. Ss compare their answers before giving T their answers.

Key:
1. She's watering the plants in the garden.
2. He's listening to the radio.
3. He's in Mi's bedroom.
4. She's watching TV.

Writing

6 Elicit the parts of an e-mail. Below are some ways to carry out this activity:

- Ask Ss to work in groups to do this activity. Go around to observe. Give each group a large-sized piece of paper to write their e-mail. Ask one or two groups to stick their finished product on the board. Other Ss and T give comments. Ss edit and revise their writing as homework.
- Ss write their e-mail individually. Ask one student to write the e-mail on the board. Other Ss and T comment on the e-mail on the board. Then T collects some e-mails to correct at home.

Unit 4 MY NEIGHBOURHOOD

GETTING STARTED

Lost in the old town!

THIS UNIT INCLUDES:

VOCABULARY
Words to name places in a neighbourhood
Words to give directions
Words to describe a neighbourhood

PRONUNCIATION
Sounds /iː/ and /ɪ/

GRAMMAR
Comparative adjectives: *smaller, more expensive ...*

COMMUNICATION
Talking about and describing a neighbourhood
Asking for and giving directions



1 Listen and read.

Phong: Wow! We're in Hoi An. I'm so excited!
Nick: Me too.
Khang: Yes. It's so historic!
Phong: So, where shall we go first?
Nick: Let's go to 'Chua Cau'.
Phong: Well, the map says Tan Ky House is nearer. Shall we go there first?
Nick & Khang: OK, sure.
Phong: Shall we go by bicycle?
Nick: No, let's walk there.
Phong: Hmm, OK. First cross the road, turn right and then go straight.
Nick: OK, let's go.
Phong: Wait.
Khang: What's up, Phong?
Phong: Where are we now? I think we're lost!
Nick: Oh no! Look, there's a girl. Let's ask her.
Phong: Excuse me? We're lost! Can you tell us the way to Tan Ky House?
Girl: Tan Ky House? Keep straight, then turn right. But it's quicker to turn right here, then turn left.
Phong: Thank you so much.
Girl: My pleasure.
Phong: Nick, let's hurry.

Objectives:

By the end of this unit, students can:

- pronounce correctly the sounds **/iː/** and **/ɪ/** in isolation and in context
- use the lexical items related to the topic 'My Neighbourhood'
- use adjectives to compare things
- read for specific information about good things and bad things in a neighbourhood
- talk about different places and show directions to these in a neighbourhood
- listen for specific information about directions to some places in a neighbourhood
- write about what they like or dislike about their neighbourhood

Introduction

Before Ss open their books, review the previous unit. Focus on the characters, Phong and Nick and the key language and structures to be learnt.

Write the Unit title on the board 'Lost in the old town'. Explain the meaning of the adjective *'lost'* (= 'unable to find your way; not knowing where you are') and the verbs we use with it are *'be'* and *'get'*.

Ask Ss to guess what the picture might show or what the conversation might be about. Let Ss open their books and check their answers.

GETTING STARTED
Lost in the old town!

1 Ask Ss questions about the picture:

E.g. *Where are Nick, Khang and Phong? What might be happening to them? What are they doing?* You can also ask Ss to share any recent experiences of being lost: *'Have you ever got lost?', 'Where and when?', 'How did you feel then?' 'What did you do?'*

Play the recording. Ss listen and read. T can play the recording more than once. Pause the recording at the appropriate places if Ss need help with comprehension questions.

a Read and put the actions in order.

1. The girl gives directions.
2. Nick, Khang and Phong arrive in Hoi An.
3. Nick, Khang and Phong decide to go to Tan Ky House.
4. Nick, Khang and Phong get lost.
5. Phong looks at the map.
6. Nick, Khang and Phong walk quickly to Tan Ky House.

b Making suggestions.

Put the words in the correct order.

1. a. we/shall/go/Where/first/?
   b. to 'Chua Cau'/go/Let's/.
2. a. we/Shall/go/there/first/?
   b. sure/OK,/.
3. a. by bicycle/we/Shall/go/?
   b. let's walk/No,/there/.

2 Work in pairs. Role-play making suggestions.

Example:

A: What shall we do this afternoon?
B: Shall we play football?
A: Oh, sure.

A: What shall we do this evening?
B: Shall we go to the cinema?
A: No, let's go out and have an ice cream.

3 Match the places below with the pictures. Then listen, check and repeat the words.

A. statue	B. railway station	C. memorial	D. temple
E. square	F. cathedral	G. art gallery	H. palace



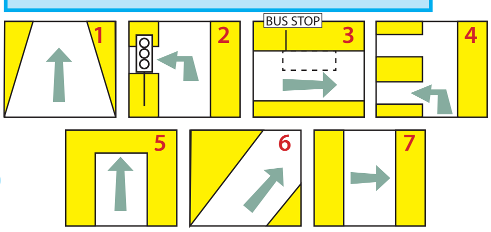
4 Think about where you live. Work in pairs. Ask and answer questions about it.

Example:

A: Is there a theatre in your neighbourhood?
B: Yes, there is./No, there isn't.

5 Match the instructions in the box with the pictures.

DIRECTIONS:
Turn left at the traffic lights.
Go along the street.
Go straight on.
Go to the end of the road.
Take the first turning on the left.
Go past the bus stop.
Cross the street.

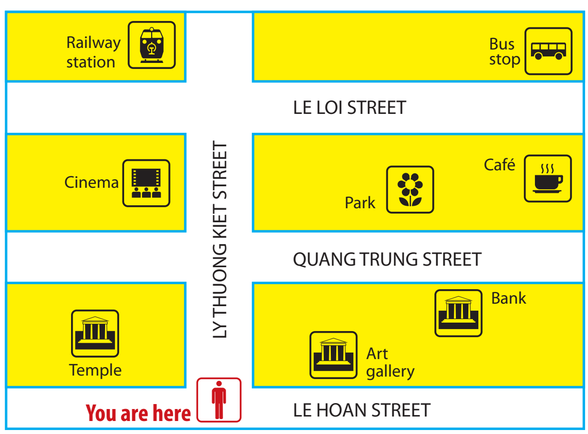


6 Game

Work in pairs. Give your partner directions to one of the places on the map, and they try to guess. Then swap.

Example:

A: Go straight. Take the second turning on the left. It's on your right.
B: Is that the art gallery?
A: Yes, it is. /No, try again.



a Ss work independently. Allow them to share answers before discussing as a class.

Key: 2 5 3 4 1 6

b Tell Ss to refer back to the conversation to find the phrases. Practise saying them together (play the recording again as a model if necessary).

Key:

1. a. Where shall we go first?

b. Let's go to 'Chua Cau'.

2. a. Shall we go there first?

b. OK, sure.

3. a. Shall we go by bicycle?

b. No, let's walk there.

2 First, model the role-play with a more able student. Then, ask pairs to role-play the short conversations before demonstrating for the class.

3 Have Ss quickly match each place (in the pictures) with its name. Then play it again, pausing after each item and asking them to repeat chorally and individually. Correct their pronunciation. With a weaker class, ask for translation to make sure they understand. With a stronger class, T may wish to ask some additional questions, e.g. *What can you do there? Is there one in our town? Where is it?*

Key: **1.** E **2.** H **3.** F **4.** C **5.** G **6.** A **7.** B **8.** D

Audio script:

square	palace	cathedral	memorial
art gallery	statue	railway station	temple

4 First, model this activity with a more able student. Ask Ss to work in pairs. Call some pairs to practise in front of the class.

5 Have Ss quickly match each instruction with the diagram. Check their answers. If Ss do not understand the sentences, use the diagrams to work the meaning out from the context. If it is a weaker class, ask for translation to make sure they understand. With a stronger class, T may wish to ask some additional questions, e.g. *Can you tell me the way to the post office near here?...*

Key:

1. Go straight on.

2. Turn left at the traffic lights.

3. Go past the bus stop.

4. Take the first turning on the left./ Take the first left.

5. Go to the end of the road.

6. Go along the street.

7. Cross the street.

6 Demonstrate the game to the class first. Ask a more able student to help you. Then Ss play in pairs. In a weaker class, work together with Ss first: asking about one or two different places on the map and eliciting the answers. Then when they know exactly what to do, ask them to work in pairs.

A CLOSER LOOK 1

Vocabulary

1 Fill in each blank with one word from the box. Listen, check and repeat the words.

narrow	historic	fantastic	
convenient	boring	noisy	polluted

1. Cua Lo is a **fantastic** beach!





2. I love it here - everything I want is only five minutes away. It's so _______.

3. Life in the countryside is _______. There aren't many things to do there.





4. The air in the area is _______ with smoke from factories.

5. Hoi An is a _______ city with a lot of old houses, shops, buildings and theatres, etc.





6. The street is very _______ with a lot of traffic so we can't move fast.

7. Now, there are many new shops near here so the streets are busy and _______ during the day.





Watch out!
Sometimes words can have two or more opposites: noisy – quiet/peaceful. Sometimes words don't have a perfect opposite: polluted

2 Now match the adjectives from the box in 1 with their opposites below.

exciting	peaceful	modern	
inconvenient	wide	quiet	terrible

Example: narrow – wide

3 Work in pairs. Ask and answer questions about your neighbourhood. Use the words in 1 and 2 to help you.

Example:
A: Is our neighbourhood polluted?
B: No, it isn't.
A: Is it peaceful?
B: Yes, it is.

Pronunciation

/i:/ and /ɪ/

4 Listen and repeat the words. Pay attention to the sounds /i:/ and /ɪ/.

exciting	cheap	historic	sleepy	expensive
convenient	peaceful	police	noisy	friendly

Now, in pairs put the words in the correct column.

/i:/	/ɪ/
Example: cheap	historic

5 Listen to the sentences and circle the words you hear.

1. Tommy is *living/leaving* there.
2. Shall we *hit/heat* the oil first?
3. This airplane *sits/seats* 100 people.
4. There's a *ship/sheep* over there.
5. Jimmy is finding some *tins/teens* now.
6. Peter bought a *mill/meal* last week.
7. Some *Tims/teams* are coming in.
8. It is a fish and *chip/cheap* shop.

6 Listen and practise the chant. Notice the sounds /i:/ and /ɪ/.

MY NEIGHBOURHOOD

My city is very busy.
There are lots of buildings growing.
The people here are funny.
It's a lovely place to live in.

My village is very pretty.
There are lots of places to see.
The people here are friendly .
It's a fantastic place to be.

A CLOSER LOOK 1

Vocabulary

1 Practise saying the adjectives with Ss. Use some examples to work the meaning out of the context. With difficult adjectives such as *convenient, fantastic,* etc. T may translate them or ask Ss to translate. Then ask Ss to write the correct adjectives in the blanks. Play the recording as many times as required to allow Ss to check their answers and support their pronunciation. Discuss any common errors and provide further practice if necessary.

Key: **2.** convenient **3.** boring **4.** polluted **5.** historic **6.** narrow **7.** noisy

Audio script:

2. I love it here - everything I want is only five minutes away. It's so convenient.

3. Life in the countryside is boring. There aren't many things to do there.

4. The air in the area is polluted with smoke from factories.

5. Hoi An is a historic city with a lot of old houses, shops, buildings and theatres, etc.

6. The street is very narrow with a lot of traffic so we can't move fast.

7. Now, there are many new shops near here so the streets are busy and noisy during the day.

2 Explain the contents in "***Watch out***" carefully to Ss; T may take some more examples to illustrate. Ask Ss to do the vocabulary exercise individually. Check with the whole class. When checking, ask Ss to refer to **1** to make the meanings of the opposites clearer to them.

Key:

boring– exciting	noisy – quiet/ peaceful	
historic - modern	convenient – inconvenient	fantastic – terrible

3 First, model this activity with a more able student. Remind Ss that they only use the adjectives they have learnt in **1** and **2** to talk about their village, town or city. Then ask Ss to work in pairs. Call some pairs to practise in front of the class.

Pronunciation

/i:/ and /ɪ/

4 T models the sounds /ɪ/ and /i:/ first and asks Ss to identify which sound is longer and which one is shorter. Ask Ss to practise the /ɪ/ and /i:/ sounds together. Play the recording and ask Ss to listen and repeat. Play the recording as many times as necessary. Ask Ss to put the words in the correct column while they listen. Ss compare their answers in pairs before T checks their answers with the whole class.

Key:

/i:/			/ɪ/		
cheap	sleepy	peaceful	historic	exciting	expensive
convenient	police		noisy	friendly	

5 Ask Ss to listen while T plays the recording. Play the recording again and ask Ss to circle the words they hear. Ask them to check their answers. Provide further practice if need be.

Key: **1.** living **2.** heat **3.** seats **4.** sheep **5.** tins **6.** mill **7.** teams **8.** chip

Audio script:

1. Tommy is *living* there.

2. Shall we *heat* the oil first?

3. This airplane *seats* 100 people.

4. There's a *sheep* over there.

5. Jimmy is finding some *tins* now.

6. Peter bought a *mill* last week.

7. Some *teams* are coming in.

8. It is a fish and *chip* shop.

6 Ask Ss to listen while you play the recording. Play the recording again and ask Ss to chant along. Provide further practice by dividing the class into two groups. Have groups sing alternate lines.

A CLOSER LOOK 2

Grammar

Comparative Adjectives

	Positive	Comparative	Rule
one syllable	fast	fast**er**	+ er
	large	large**r**	+ r
two syllables	noisy	nois**ier**	y → ier
	modern	**more** modern	more + adj
three or more syllables	expensive	**more** expensive	more + adj

than
'than' is used to make comparisons:


Tom Mary

Tom is **taller than** Mary.

My bag is **heavier than** yours.

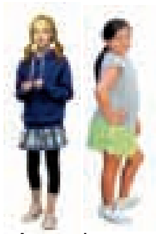


A house in a city is **more expensive than** a house in the countryside.



1 **Complete the following sentences with the comparative form of the adjectives in brackets.**

1. Ann is **slimmer** than Laura. (slim)


Ann Laura



2. This building is _______ than that building. (tall)

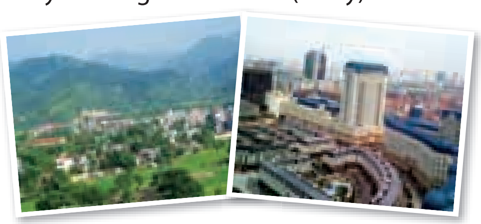


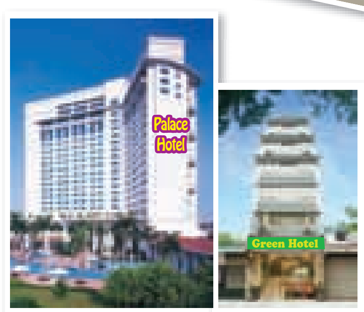
Learning Tip!
Some words are one syllable, some are two, and some are more. Try clapping once for each syllable:
hot (1 syllable)
busy (2 syllables)
beautiful (3 syllables)



3. The square in Ha Noi is _______ than the square in Hoi An. (big)

4. My neighbourhood is _______ than your neighbourhood. (noisy)

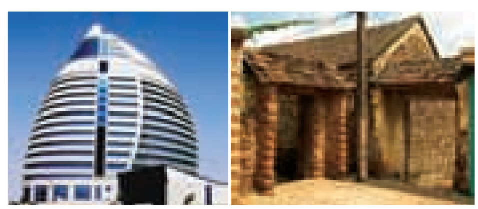




5. The Green Hotel is _______ than the Palace Hotel. (cheap)

2 **Now complete the following sentences with the comparative form of the long adjectives in brackets.**

1. This house is **more modern** than that house. (modern)



A CLOSER LOOK 2

Grammar
Comparative Adjectives

Introduction

- Lead-in: T chooses two Ss of very different height and asks them to stand up. T may use the pictures of two boys of different heights in the Student's Book instead. T asks the class: '*Who is taller?*' Indicate *tall* and *taller* with your hands and arms. T may give another example, e.g. *two rulers or desks: long - longer.* Ask Ss to say what *taller* and *longer* are in Vietnamese. T introduces the subject of the lesson: comparative adjectives, and asks for the equivalent in Vietnamese (Cấp so sánh hơn của tính từ).
- Focus Ss' attention on comparative forms by pointing to the rulers and desks and saying: *This ruler/ desk is long, but that ruler/ desk is longer.* Explain that comparative adjectives are constructed in several different ways in English and that some of those ways are presented in the box. Explain the simplest ways to identify the number of syllables in an English word and give further examples or practice if neccessary.

1 Ask Ss to read the instruction.Tell Ss what they should do (with a weaker class do the first sentence). Remind them to pay attention to the number of the syllables in each adjective and look back at the Grammar Box if neccessary. Then have Ss compare their answers in pairs before checking with the whole class.

Key: **2.** taller **3.** bigger **4.** noisier **5.** cheaper

2 Ask Ss to read the instruction. Use the example to show what Ss should do (with a weaker class do the first sentence). Ask them to pay attention to the (number of the) syllables in each adjective and look back at the Grammar Box if neccessary. Then have Ss compare answers in pairs before checking with the whole class.

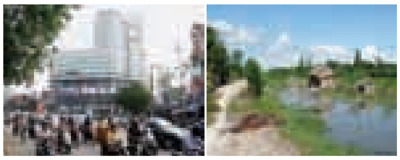
Key: **2.** more beautiful **3.** more convenient
4. more interesting **5.** more expensive



2. This park is ________ than that park. (beautiful)



3. Living in a house is ________ than living in a flat. (convenient)



4. Living in a city is ___________ than living in the countryside. (interesting)



5. Things in this shop are ________ than things in the supermarket. (expensive)

3 Read and complete Vy's letter to her friend.

Dear Nick,

How are you?

*Ha Noi is beautiful! But it is too busy and polluted for me. I'm at Cua Lo Beach now. I'm having a great time. The weather is (0. hot) **hotter** and (1. dry)______ than that in Ha Noi. The houses are (2. small)______ and the buildings are (3. old)______ than the buildings in Ha Noi. The streets are (4. wide)__________ with less traffic. I love the food here. The seafood here is (5. delicious)__________ and (6. cheap)_________ than the seafood in Ha Noi.*

Well, outside the sun is shining so I'm off to get some fresh air.

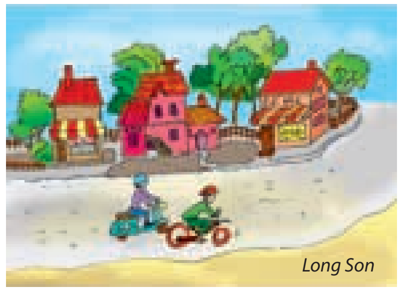
See you soon,

Vy

4 Look at the pictures of Yen Binh neighbourhood and Long Son neighbourhood. Now write about the differences.

Example: Yen Binh is more crowded than Long Son.





5 Complete the following sentences with the comparative form of the adjectives in brackets.

1. Is Ho Chi Minh City **bigger** than Ha Noi? (big)
2. Is a house in the city ______ than a house in the countryside? (expensive)
3. Is a sofa ________ than a chair? (comfortable)
4. Is Hoi An ______ than Hue? (historic)
5. Are your streets ______ than ours? (narrow)

6 Work in pairs. Ask and answer questions about Yen Binh neighbourhood and Long Son neighbourhood using the pictures in 4.

Example:

A: Is Yen Binh more crowded than Long Son?

B: Yes, it is.

A: Is Long Son more modern than Yen Binh?

B: No, it isn't.

7 Work in pairs. Ask and answer questions about the places that you know. Use the comparative form of the adjectives in the box.

beautiful	boring	exciting	friendly
small	hot	wet	convenient

Example:

A: Is Hue busier than Da Nang?

B: No, it isn't.

3 Ask Ss to read and complete the sentences individually. Remind them to pay attention to the number of the syllables in each adjective and look back at the Grammar Box if necessary. Have Ss compare their answers in pairs before checking with the whole class.

Key:	**1.** drier	**2.** smaller	**3.** older
	4. wider	**5.** more delicious	**6.** cheaper

4 Elicit the contrast between the things in the two neighbourhoods and the adjectives that can be used to describe them. Ask Ss to write sentences, comparing the two neighbourhoods. Have Ss compare their sentences in pairs before showing some Ss' sentences to the whole class. Ask Ss to give comments and correct any mistakes if possible.

5 Ask Ss to read the instruction. Use the example to show what Ss should do (with a weaker class do the first sentence). Tell them how to form a question and pay attention to the number of syllables in each adjective and look back at the Grammar Box if necessary. Then have Ss compare their answers in pairs before checking with the whole class.

Key:	**2.** more expensive	**3.** more comfortable
	4. more historic	**5.** narrower

6 First, model this activity with a more able student. Tell Ss that they only use the information from the sentences they have written in **4** to ask and answer questions about the two neighbourhoods. Then ask Ss to work in pairs. Call some pairs to practise in front of the class.

7 Ask Ss to think of the places they've been to. *Were they beautiful? boring? hot?* Model this activity with a more able student and then have them work in pairs while T goes around the class and monitors. Ask a few pairs with the most imaginative ideas to report them to the class.

COMMUNICATION

City Tours!



Extra vocabulary

First	**After that**
Then	**Finally**

1 Nick is listening to an audio guide to Hoi An. Listen and fill in the gaps.

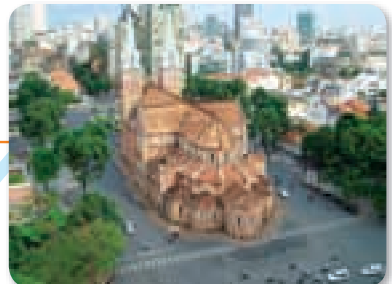
Welcome to Hoi An! Hoi An is famous for its (1)______ buildings, shops, pagodas and houses. They're older than in other cities in Viet Nam. The streets are very narrow so it is more (2)______ to walk there.

OK. Let's start our tour! First, go to Quan Cong Temple. To get there, walk (3)______ for 5 minutes. The temple is on your left. (4)______ go to the Museum of Sa Huynh Culture. Take the second (5)_________. Turn right and it's on your (6)_______. Then, have lunch at Café 96. Its 'cao lau' and 'banh vac' are very good. Turn left and take the (7)______ turning on your right. Finally, go to Hoa Nhap Workshop to buy presents for your friends. Turn left, then turn right. The workshop is (8)________ Tan Ky House.

2 Choose one of the cities below. Create an audio guide for your city.

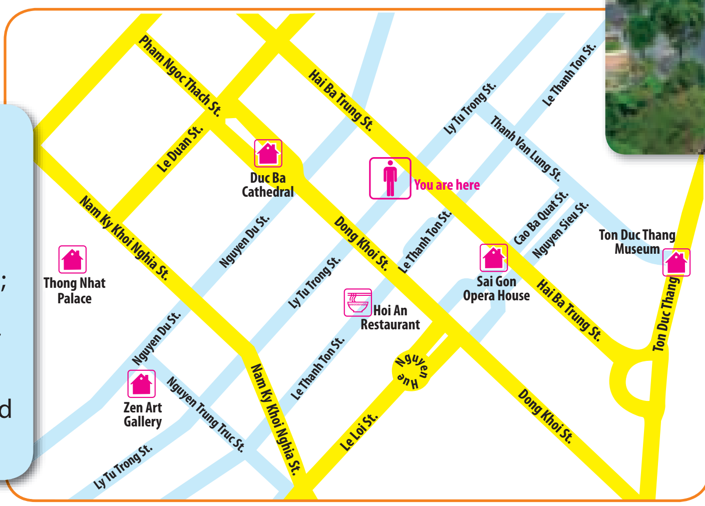
Remember to:

- include some comparisons with other cities;
- give directions to different places; and
- link your instructions using *first, then, after that* and *finally*.



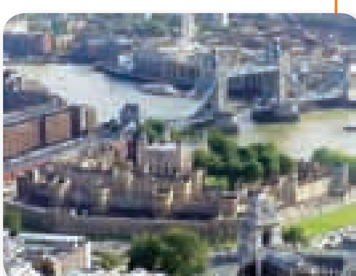
Ho Chi Minh City: City Fact File

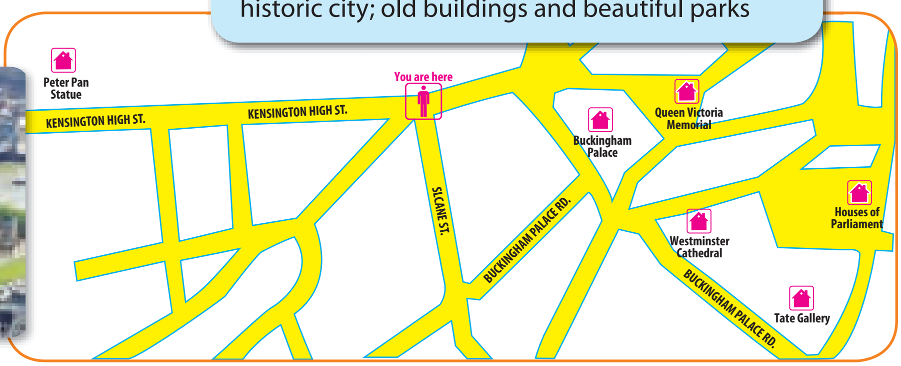
Ho Chi Minh City: the largest city in the south Viet Nam; historic city; busy streets with a lot of motorbikes; many beautiful places and restaurants



London: City Fact File

London: capital city of England; on the river Thames; historic city; old buildings and beautiful parks





3 Present your guide to your class.

COMMUNICATION

City Tours!

Lead-in: Before Ss open their books, ask them if they know about Hoi An. T can say: *Today, we are going to listen to an audio guide to Hoi An. Please think: What do you know about Hoi An? Anything you can remember about it.* Allow 20 - 30 seconds for Ss to think, then repeat the question and have Ss brainstorm about Hoi An.

1 Play the recording. First, ask Ss to listen only. Then play the recording again and allow Ss to fill in the gaps as they listen. Ask Ss to share their answers in pairs, before playing the recording a final time to allow the pairs to check their answers. Then, ask Ss to read the audio guide again, paying attention to the use of the connective words: *first(ly), second(ly), then* and *finally.*

Key:

1. historic	**2.** convenient	**3.** straight	**4.** Second
5. left	**6.** right	**7.** second	**8.** next to

Audio script:

Welcome to Hoi An! Hoi An is famous for its historic buildings, shops, pagodas and houses. They're older than in other cities in Viet Nam. The streets are very narrow so it is more convenient to walk there.

OK. Let's start our tour! First, go to Quan Cong Temple. To get there, walk straight for 5 minutes. The temple is on your left. Second go to the Museum of Sa Huynh Culture. Take the second left. Turn right and it's on your right. Then, have lunch at Cafe' 96. Its 'cao lau' and 'banh vac' are very good. Turn left and take the second turning on your right. Finally, go to Hoa Nhap Workshop to buy presents for your friends. Turn left, then turn right. The workshop is next to Tan Ky House.

2 Ask Ss to read the brief information about London and Ho Chi Minh City and look carefully at the two simplified maps of the two cities.

- Elicit additional information about the two cities from Ss, then ask Ss to read the instructions carefully. T may ask them some questions to check if they know what they are supposed to do.
- Remind Ss of the expressions they can use to give directions; Ss may refer to the expressions in the dialogue and **5** of **Getting Started**.
- Have Ss prepare their audio guide individually and then share it with a partner.
- Have Ss practise presenting their audio guide in pairs or in groups.

3 Call some Ss to present their audio guide to the whole class. After each student has finished his/ her audio guide, ask for some comments from other Ss. Then make comments and correct any mistakes if there are any.

SKILLS 1

Reading

1 **Find these words in Khang's blog. What do they mean?**

suburbs   backyard   dislike   incredibly   beaches

2 **Read Khang's blog. Then answer the questions.**

http://www.myblog.com.vn/Khang

SUBMIT

KHANG'S BLOG

Welcome to my world !

HOME PAGE   ABOUT   PHOTOS   LINKS

Friday, December 23, ...

MY NEIGHBOURHOOD

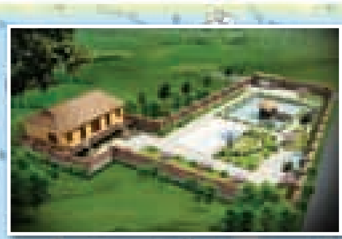
I'm back home now. Hoi An was great! My neighbourhood's very different. It's in the suburbs of Da Nang City. There are many things I like about it.

It's great for outdoor activities because it has beautiful parks, sandy beaches, and fine weather. There's almost everything I need here: shops, restaurants, and markets. Every house has a backyard and a frontyard. The people here are incredibly friendly. They're friendlier than those in many other places! And the food's very good.

However, there is one thing I dislike about it. Now, there are many modern buildings and offices so the streets are busy and crowded during the day.

Can anyone write about what you like and don't like about your neighbourhood?

Posted by Khang at 4:55 PM





1. Where is Khang's neighbourhood?
2. Why is his neigbourhood great for outdoor activities?
3. What are the people there like?
4. Why are the streets busy and crowded?

3 **Read Khang's blog again and fill in the table with the information.**

LIKE	DISLIKE
- It's great for outdoor activities.	

Speaking

4 **Look at the map of Khang's neighbourhood. In pairs, ask and answer questions about how to get to the places on the map.**

Example:

A: Excuse me. Can you tell me the way to the beach?

B: Yes. First, go straight. Then turn right. After that go straight again. It's in front of you.

A: Thank you very much.



5 **Work in pairs. Ask and answer questions about the way to get to the places in your town/in your village/near your school.**

SKILLS 1

Reading

Lead-in: T asks Ss to look at the pictures of Khang's neighbourhood. Ask them: *Where do you think Khang's neighbourhood is? What do you think about it? Do you like living there? Why?/ Why not?*

1 Ask Ss to scan the passage to find where the words *suburbs, backyard, dislike, incredibly, beaches* are in the passage. T may help Ss work out the meanings of these words in the context. If it is a weak class, T may ask for translation to check if they understand them.

2 T may set a time limit for Ss to read the text again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare their answers before discussing them as classwork.

Key:

1. It is in the suburbs of Da Nang City.
2. Because it has beautiful parks and sandy beaches and fine weather.
3. They are very friendly.
4. Because there're many modern buildings and offices in the city.

3 Ask Ss to scan the passage again and find the information to complete the table. Ask Ss to note where they found the information. When finishing, Ss can compare answers before discussing them as classwork.

Key:

Like	*Dislike*
- It's great for outdoor activities. - There's almost everything here. - Most houses have a backyard and a frontyard. - People are incredibly friendly. - The food is very good.	- The streets are busy and crowded, during the day.

Speaking

4 First, remind Ss of the expressions they can use to give directions; Ss may refer to the expressions in the dialogue and **5** of Getting Started. Then, ask Ss to work in pairs, asking and answering questions about the locations on the map. T may model this activity with a more able student and then have Ss work in pairs while T moves around the class and monitors. If there is enough time, T may call some pairs to talk before the whole class, then invite some comments from other Ss.

5 While Ss are practising their dialogues, T circulates and monitors. T notes some common errors and discusses them with the whole class.

Select some good pairs to act out their dialogues in front of the class (clear pronunciation, funny content, etc). Then, give feedback - comments on strengths and correct a few errors in the target language.

SKILLS 2

Listening

Study skills – Listening

Before listening:

- read the questions carefully
- decide what information you are listening for
- think of some words that you might hear
- listen for important information only

1 Listen to the conversation between a stranger and Duy's dad. Fill in the blanks with the words you hear.

A: Excuse me. Where is the supermarket?

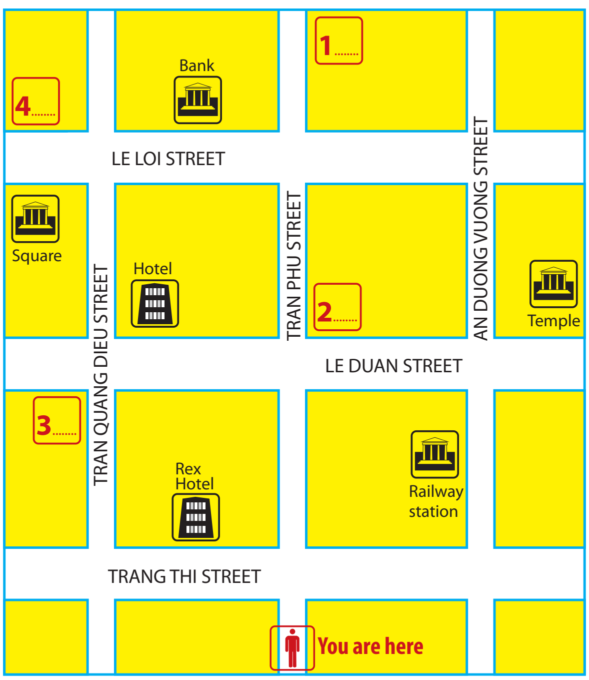
B: Go to (1)______ of this street. It's on your (2)_______.

A: And where is the (3)_______?

B: It's in (4)_______. Take the (5)_______, and it's on your left.

2 Listen to the conversation again. Choose the correct places from the list below. Write the correct letters A-F on the map.

A. supermarket	B. restaurant
C. secondary school	D. art gallery
E. Pho 99	F. 'Quynh' Café



Writing

3 Tick (✓) what you like or don't like about a neighbourhood.

		Like	Don't like
1.	sandy beaches	✓	☐
2.	heavy traffic	☐	☐
3.	many modern buildings and offices	☐	☐
4.	peaceful streets	☐	☐
5.	good restaurants and cafés	☐	☐
6.	sunny weather	☐	☐
7.	busy and crowded streets	☐	☐
8.	many shops and markets	☐	☐

4 Make notes about your neighbourhood. Think about the things you like/dislike about it.

LIKE	DISLIKE
....	....
....	....
....	....
....	....
....	....
....	....
....	....
....	....

5 Write a paragraph about your neighbourhood saying what you like or dislike about living there. Use the information in 4, and Khang's blog as a model.

I'd like to tell you some good things and some bad things about living in my neighbourhood.

....

....

....

....

....

....

....

....

....

....

....

....

SKILLS 2

Listening

T asks Ss to read ***Study Skills – Listening*** carefully; then apply these tips to doing Listening exercises.

1 Ask Ss to read the first part of the conversation carefully and guess what words or phrases can be filled in the blanks, e.g: for the first blank they can easily guess the phrases *the end* because they have already learnt the expression *Go to the end of the street.*

- Play the recording and ask Ss to write down the words or phrases in the blanks in the conversation. Then ask two and three Ss to write their answers on the board.
- Play the recording again for Ss to check the answers. If time is limited, T may only play the first part of the conversation. T may pause at the sentences that include the information Ss need for their answers.

Key: **1.** the end **2.** right **3.** lower secondary school **4.** Le Duan Street **5.** second right

2 Ask Ss to read the rubric and study the map carefully. Ss may work in pairs to discuss how to get to the places numbered 1-4 from the *You are here* point.

- Play the recording and have Ss choose the correct answers as they listen. Ss can share their answers with their partners. With a weak class, T may play the recording several times until Ss have chosen all their answers. Call on some Ss to write their answers on the board.
- Play the recording again for Ss to check their answers. T may pause at the sentences that include the information Ss need for their answers.

Key: **1.** A **2.** C **3.** F **4.** D

Audio script:

A: Excuse me. Where is the supermarket?
B: Go to the end of this street. It's on your right.
A: And where is the lower secondary school?
B: It's in Le Duan Street. Take the second right and it's on your left.
A: Great! Where can I have some coffee?
B: 'Quynh' Café in Tran Quang Dieu Street is a good one.
A: How can I get there?
B: First turn left, then turn right. Go straight. It's on your left.
A: How about an art gallery?
B: First take the third left. Then go to the end of Le loi Street, and it's on your right.

Writing

3 Ask Ss to tick what they like and don't like about their neighbourhood and then ask them to share their answers with their partners. Ss may be required to count how many things they have in common with their partners.

4 Ask Ss to make notes on what they like and dislike about living in their neighbourhood. Remind them that they do not have to write full sentences and they can use abbreviations. Then, ask Ss to share their notes with their partners. T may read out the notes from some more able Ss to the whole class.

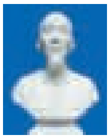
5 Set up the writing activity. T reminds Ss that the first important thing is always to think about what they are going to write. In this case, Ss do not have to decide what they have to write because they can use the ideas they have made in **4**. So T only has to ask Ss to brainstorm for the language necessary for writing. T may ask Ss to refer back to the reading for useful language and ideas, and write some useful expressions and language on the board.

- Ask Ss to write the first draft. Then have them write their final version. T may display all or some of the leaflets on the wall/notice board. Other Ss and T give comments. Ss edit and revise their writing as homework. If time is limited, T may ask Ss to write the final version at home.

LOOKING BACK

Vocabulary

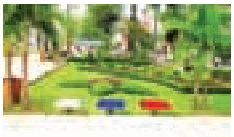
1 Write the correct word for each picture.



1. ______________



2. ______________



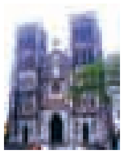
3. ______________



4. ______________



5. ______________



6. ______________

2 Fill each gap with a suitable adjective.

1. The town has many motorbikes. It's very ______.
2. The streets aren't wide, they're ______.
3. The buildings are ______. They were built 200 years ago.
4. The new market is _______ for me because it's a long walk from my house.
5. Things at the corner shops are ______ than those at the supermarket.

Grammar

3 Put the following adjectives in the correct column.

fast	happy	noisy	quiet
exciting	heavy	difficult	large
convenient	hot	expensive	polluted

One syllable	Two syllables	Three or more syllables
....	....	....
....	....	....
....	....	....
....	....	....

4 Now write their comparative form in the table below.

Adjectives	Comparative form
fast	faster
convenient	....
noisy	....
difficult	....
heavy	....
expensive	....
happy	....
hot	....
polluted	....
exciting	....
large	....
quiet	....

5 Complete the sentences comparing the pictures. Use comparative form of the adjectives below.

noisy	beautiful	convenient
expensive	modern	

1. This street is _______ that one.





2. A city house is _______ a country house.

3. Going by car is _______ going by bicycle in this area.





4. This building is _______ that one.



5. Things in this shop are _______ things in that shop.

LOOKING BACK

This is the review and drill section of the Unit, so encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions which will help T and Ss see how far they have progressed, and which areas need further practice.

The questions in Looking Back match the Finished! box. Ss should check to see how well they did at each question and use that information when filling in the self-assessment.

Vocabulary

1 Tell Ss to write the words in their notebooks individually and then check with their partners. Then correct the mistakes. Let them repeat the words. Check their pronunciation.

Key:	**1.** statue	**2.** railway station	**3.** park
	4. temple	**5.** memorial	**6.** cathedral

2 Ask Ss to read the sentences carefully and complete them with the adjectives they have learnt in Unit 4. Remind them that the words, phrases and sentences before and after the blanks will provide the context for them to choose the correct adjectives.

Key:	**1.** noisy	**2.** narrow	**3.** historic
	4. inconvenient	**5.** cheaper/more expensive	

Grammar

For these exercises, ask Ss to do them individually first. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their ***Now you can...*** statement.

Key:

3

One syllable	*Two syllables*	*Three or more syllables*
fast	happy	exciting
hot	noisy	expensive
large	quiet	convenient
	heavy	difficult
		polluted

4

Adjectives	*Comparative form*
fast	faster
convenient	more convenient
noisy	noisier
difficult	more difficult
heavy	heavier
expensive	more expensive

Adjectives	*Comparative form*
happy	happier
hot	hotter
polluted	more polluted
exciting	more exciting
large	larger
quiet	quieter

5 **1.** noisier than **2.** more modern than
3. more convenient than **4.** more beautiful than **5.** more expensive than

Communication

6 Match the questions with the correct answers.

a. Excuse me! Is there a post office near here?
b. It's in Quang Trung Street, opposite the park.
c. Yes, there's one at the corner of the street.
d. Is Ha Noi more exciting than Vinh City?
e. Yes, it is.
f. What shall we do this evening?
g. Let's stay at home and watch TV.
h. Where is the cinema?

7 Role-play the questions and answers.

Finished! Now you can	✓	✓✓	✓✓✓
• name places • give directions • use adjectives to describe places • compare things			

PROJECT

WHAT IS YOUR IDEAL NEIGHBOURHOOD?

1 Find a photo or draw a picture of your ideal neighbourhood.

2 Write a description of it. Use these cues to help you.

- Where it is
- What it has
- How the people/the streets/the weather ... is/are
- Other ...





Communication

6 Ss read the questions and answers once or twice (they can read them aloud). Then match them. If there is time, have them write all sentences in their notebooks.

Key:	a - c	d - e	f - g	h - b

7 Ss work in pairs and role-play the questions and answers.

Finished!

Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT
What is your ideal neighbourhood?

- Ask Ss to look at the pictures of two neighbourhoods in the Student's Book and point out the typical features of them. T may show the class some pictures of different neighbourhoods if possible.
- Ask Ss to work in groups to discuss their ideal neighbourhood, using the pictures and their imagination. Each student should make notes of the features of his/her ideal neighbourhood.
- Ask Ss to use the ideas from their notes to write a paragraph about their ideal neighbourhood. Ss can complete the project as homework if the time is not enough. If they complete the project in class, T may display all or some of the leaflets on the wall/notice board. Other Ss and T give comments. Ss edit and revise their writing as homework.

Unit 5 NATURAL WONDERS OF THE WORLD

THIS UNIT INCLUDES:

VOCABULARY
Travel items
Things in nature

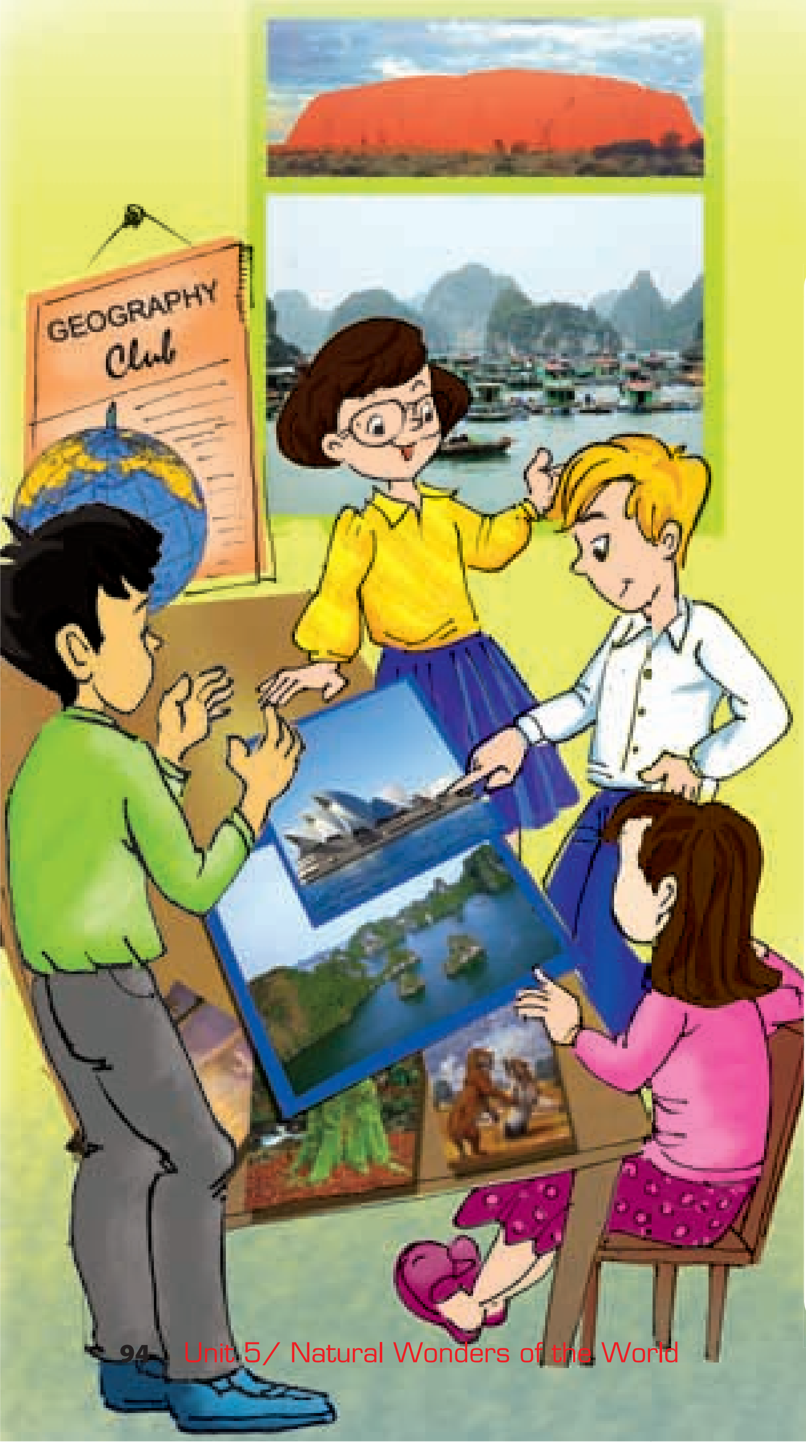
PRONUNCIATION
Sounds /t/ and /st/

GRAMMAR
Superlatives of short adjectives
Modal verb: *must*

COMMUNICATION
Describing things in nature
Giving travel advice

GETTING STARTED

Geography Club



1 Listen and read.

Vy: Hello, welcome to Geography Club. *(Knock at door)*

Mai: Sorry! Can I come in? I went to the wrong room.

Vy: No problem, we are just starting now. Today I'm going to introduce some natural wonders of the world to you.

Nick: Great! What's that in the first picture? It looks incredible.

Mai: Yes! Is it a red mountain?

Vy: Well, that's Ayres Rock. It's in the middle of Australia. Local people call it Uluru.

Nick: Can you spell that, please?

Vy: Sure, it's U-L-U-R-U.

Nick: Thank you.

Vy: It's not the highest mountain in Australia, but it's the most beautiful! Its colour changes at different times of the day. People think it's best in the evening when it is red.

Phuc: I want to visit Ayres Rock one day.

Nick: Picture 2 is Ha Long Bay, isn't it?

Vy: Well done Nick, that's right. What else do you know?

Nick: It's in Viet Nam, of course! Ha ha.

Vy: Yes, it is! There are many islands there. This picture shows Tuan Chau. It's one of the largest islands.

Phuc: How about picture 3 …

Objectives:

By the end of this unit, students can:

- pronounce correctly the sounds /*t*/ and /*st*/ in isolation and in context
- use lexical items related to 'things in nature' and 'travel items'
- use fixed expressions for classroom situations
- use comparative and superlative adjectives to describe things in nature
- use *must* and *mustn't* to give orders
- talk about and give travel advice
- listen to get information about travel plans
- read a brochure for tourist information
- write a travel guide entry about an interesting place

Introduction

To introduce the Unit, show some pictures of natural wonders, e.g. Ha Long Bay; Ayers Rock. You can include local places of interest to engage Ss.

GETTING STARTED

Geography Club

1 Ask Ss to describe what they can see. Ask Ss if they know the places, e.g. *What can you see in this picture? Where is it? Do you know this place?*

a **Answer the following questions.**

1. Who is the leader of Geography Club?
2. Why is Mai late?
3. What is the other name for Ayres Rock?
4. Which country would Phuc like to visit?
5. What is Tuan Chau?

b **Put the words in the correct order.**

1. spell/you/that/please/can
2. repeat/you/that/please/can
3. come/I/can/in

c **Brainstorm situations when people use these sentences. Then role-play the situations with a partner.**

Example:

You may need to spell your name when you order take-away pizza by phone.

A: Hi, can I order a cheese and meat pizza, please?
B: Sure. What's your name, please?
A: It's Nick.
B: Can you spell that, please?
A: Yes, it's N-I-C-K.



2 **Listen and repeat the following words.**

1. mountain	2. river	3. waterfall	4. forest	5. cave
6. desert	7. lake	8. beach	9. island	10. valley

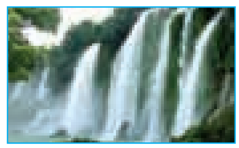
3 **Now label the pictures.**



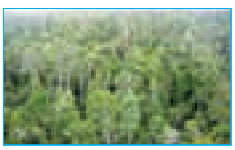
1. ________________



2. ________________



3. ________________



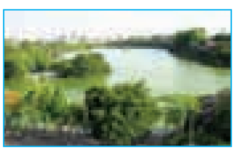
4. ________________



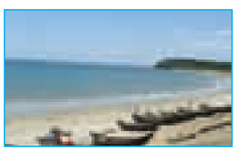
5. ________________



6. ________________



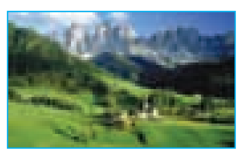
7. ________________



8. ________________



9. ________________



10. ________________

4 **Read the conversation in 1 again. Tick the words in 2 you can find.**

a Ss work independently. Allow them to share answers before discussing in groups or as a class.

Key:

1. Vy is **2.** She went to the wrong room. **3.** Uluru **4.** Australia **5.** An island

b Tell Ss to refer back to the conversation to find the phrases. Ss can work together to write the correct sentences. Ensure they add appropriate punctuation, eg. capital letters, question marks.

Key: **1.** Can you spell that, please? **2.** Can you repeat that, please? **3.** Can I come in?

Practise saying the phrases together. Focus on the rising intonation at the end of these questions. (T can raise his/her hand as the intonation rises to illustrate the point to Ss. Have them follow along with the actions.)

Draw a character on the board. Then draw a speech bubble with the first phrase in it i.e. 'Can you spell that please?' Brainstorm ideas for where this might be said with Ss. Then ask Ss to repeat the activity by drawing their own character saying phrase 2 or 3 in an appropriate location. Ss can share their ideas with a partner before feeding back to the class.

c Use the example to practise a conversation with Ss. Then ask Ss to develop a role-play around their ideas. Support with suggestions. More able Ss can try to extend the conversation. Ask pairs to perform for the class.

2 This activity is just to listen and repeat – so the audio should be:

Audio script:

1. mountain	**2.** river	**3.** waterfall	**4.** forest	**5.** cave
6. desert	**7.** lake	**8.** beach	**9.** island	**10.** valley

3 Ask Ss to label the pictures with the correct words. Ss can work in pairs. Show picture cards of the vocabulary. Elicit Ss' answers. Then provide the correct words.

Key:

1. mountain	**2.** river	**3.** waterfall	
4. forest	**5.** cave	**6.** desert	
7. lake	**8.** beach	**9.** island	**10.** valley

4 Ss look back at the conversation in Getting Started and try to find the vocabulary used in **2**.

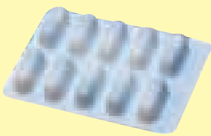
A CLOSER LOOK 1

Vocabulary

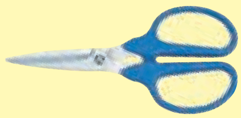
Travel items

1 Match the items with the pictures then practise saying the following items.

plaster	scissors
walking boots	sleeping bag
painkillers	backpack
sun cream	compass



1. ________



2. ________



3. ________



4. ________

5. ________



6. ________





7. ________



8. ________

2 Complete the following sentences.

1. We're lost. Pass me the ______.
2. It's so hot today. I need to take some ______.
3. My head hurts. I need to take a ______.
4. I finished packing. All my things are in my ______.
5. I walked too much. I need to put a ______ on my foot.

3 Now put the items in order. Number 1 is the most useful on holiday. Number 8 is the least useful.

1. ________________ 5. ________________
2. ________________ 6. ________________
3. ________________ 7. ________________
4. ________________ 8. ________________



Can you put them in order for a beach holiday? How about a camping trip in the forest?

Pronunciation

/t/ and */st/*

4 Listen and number the words you hear.

deser**t**	boo**t**
pla**st**er	lo**st**
fore**st**	boa**t**
coa**st**	be**st** (1)

5 Listen again and repeat the words.

6 Listen and repeat. Pay attention to the bold-typed parts of the words.

1. Swimming in the sea in summer is be**st**.
2. Ha Long Bay has the nice**st** scenery in Viet Nam.
3. The Amazon rainfore**st** is in Brazil.
4. One day, I wan**t** to see Ayres Rock.
5. The Sahara is the hotte**st** desert in the world.
6. I want to explore the coa**st** by boa**t**.

A CLOSER LOOK 1

Introduction

Bring some travel items to class, e.g. *raincoat*, *umbrella*, *backpack*.

Discuss some of the places in the previous activity, e.g. *desert, mountain, beach*. Ask whether the places are hot/cold, wet/dry, etc. Show the objects. Ask Ss if the object fits the place '*Do I need a backpack in the desert? Why do you think so?*'

Brainstorm some other things you might need in each place.

Vocabulary

Travel items

1 Practise saying the vocabulary with Ss. Ask Ss to touch the correct picture as they say the word. Alternatively, create a mime for each word with Ss, e.g. make a cutting gesture with two fingers for scissors, mime pulling on walking boots.

Key:	1. painkillers	2. scissors	3. plaster	4. sun cream
	5. sleeping bag	6. walking boots	7. backpack	8. compass

2 Read and act out the sentences for Ss. Elicit ideas for sentence 1. Then allow Ss to complete the remaining sentences. Check their ideas at the end.

Key:	1. compass	2. sun cream	3. painkillers
	4. backpack	5. plaster	

3 Remind Ss that in the introduction they thought about useful things for a beach, desert, mountain. Tell Ss they are going on a beach holiday and they need to order the items from the most useful (No.1) to the least useful (No.8). Allow pairs to work together to form their list. Ask pairs to join other groups and compare their lists. Encourage more able Ss to give reasons for their choices.

Extension

For quick finishers, ask them to rank the items again for a new environment, e.g. a camping trip, a city break.

Pronunciation

/t/ and /st/

4 Practise sounding out the sounds */t/* and */st/* together. Emphasise that */t/* is a long sound, */st/* is a long sound with a 'stop'.

Play the recording once and ask Ss to number the words in the order they hear them. Allow Ss to compare their answers. Then play the recording the second time. Discuss the answers as a class.

Audio script:

best boat coast lost boot desert plaster forest

5 Play the recording again. Pause after each word and ask Ss to repeat.

6 Play the recording of the sentences. Ask Ss to listen carefully and raise their hands when they hear the */t/* or */st/* sounds. Alternatively, divide the class into a */t/* group and a */st/* group and they listen and respond to their own sound.

Play the recording again. Pause after each sentence and ask Ss to repeat.

A CLOSER LOOK 2

Grammar



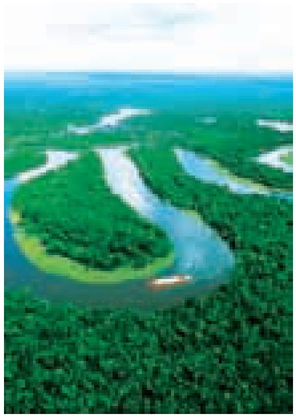
Comparative and superlative adjectives

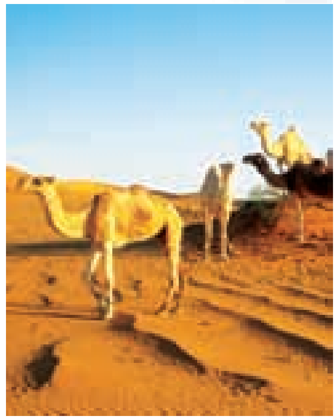
1 **Vy is giving a quiz about wonders of the world. Read the sentences and guess if they are true (T) or false (F).**

	T	F
1. Mount Everest is the highest mountain in the world.	☐	☐
2. Ba Be Lake is the largest lake in Viet Nam.	☐	☐
3. Niagara Falls is the highest waterfall in the world.	☐	☐
4. Tra Co Beach is the longest beach in Viet Nam.	☐	☐
5. The Amazon is the widest river in the world.	☐	☐
6. The Sahara is the hottest desert in the world.	☐	☐









2 **Listen to Vy giving the answers to the quiz. Check your guesses.**

3 **Underline all the words ending in *–est* in the quiz.**



Watch out!

What do you notice about number 6 in Vy's quiz?

Remember: consonants are doubled in adjectives with short vowel sounds. Can you think of more examples?

4 **Complete the table with the comparatives and superlatives.**

	Adjective	Comparative	Superlative
irregular adjectives	good		best
	bad	worse	
short adjectives	tall		tallest
	long	longer	longest
	wide	wider	
	large		largest
	hot	hotter	

A CLOSER LOOK 2

Introduction

Ask Ss what they can see in the photo to review vocabulary from Getting Started.

1 Choose a more able student to act as Vy, and read the sentences to the class. Ss tick True (T) or False (F) in the box provided. You can check Ss' answers by reading the sentences again, asking Ss to stand if they think the sentence is true, or remain seated if they think the sentence is false.

Key: **1.** T **2.** T **3.** F **4.** T **5.** T **6.** T

2 Play the recording and allow Ss to check their answers.

Audio script:

OK, everyone. Number one, 'Mount Everest is the highest mountain in the world'. That's true. Number two, 'Ba Be Lake is the largest lake in Viet Nam'. That's also true! Number three, Niagara Falls is the highest waterfall in the world'. That is true. Oh, wait. Sorry. That's false. Next. Number 4, 'Tra Co Beach is the longest beach in Viet Nam', is true. Now number 5. 'The Amazon is the widest river in the world.' That is true. But the longest river is the Nile. Finally, 'The Sahara is the hottest desert in the world.' That is true too!

3 Ask Ss to look back at Vy's sentences, find and underline all the examples of *–est*.

Watch out!

Ask Ss to compare No. 6 with the other sentences. Ask what is different about 'hottest'? (Ss should remember examples from comparative sentences in the previous unit.) Remind Ss of the rule. Then give some adjectives and ask if the consonant is doubled, e.g. *big (yes), fast (no), wet (yes), green (no).*

4 Allow Ss to complete the table individually. Discuss their answers at the end.

Key:

good	better	best
bad	worse	worst
tall	taller	tallest
long	longer	longest
wide	wider	widest
large	larger	largest
hot	hotter	hottest

5 **Now Vy is talking about other amazing places. Complete the passage.**

Did you know Libya, in Africa, is the (1. hot) ______ country in the world? It's (2. hot) ________ than any other country! How about the (3. cold)________? Antarctica is the (4. cold) ______ place in the world! It's even (5. cold) ______ than Russia.

The (6. big) ______ desert in the world is the Sahara. And now you know the (7. high)______ mountain is called Mount Everest. Did you know it's in Nepal? Nepal is (8. small) ______ than India, but I think it's more beautiful.

6 **Cut up some pieces of paper. Write the names of some famous places on them. Work in groups and make sentences about the places.**

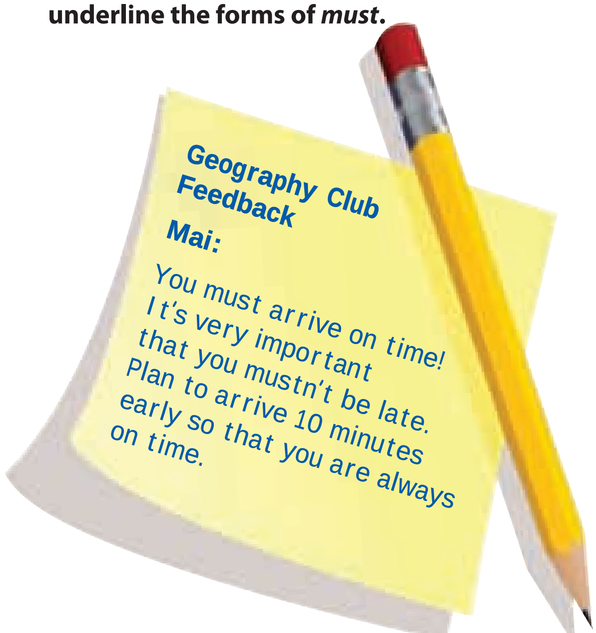
Example: "The West Lake is the largest lake in Ha Noi."

The West Lake

Modal verb: must

must – is an order			
I/you	must	I/you	mustn't
he/she/it		he/she/it	
you/we/they		you/we/they	

7 **Vy is giving Mai some feedback. Read and underline the forms of *must*.**



8 **Look at the classroom rules below. Write some more rules for you and your classmates.**

1. We must arrive on time.
2. We mustn't pick flowers in the school garden.
3. We must ______________________________.
4. We mustn't ____________________________.
5. ______________________________________.
6. ______________________________________.



5 Show a map of the world/globe. Point out Africa, Antarctica, Russia and Nepal and ask Ss what they think the places are like, e.g. *Do you think Africa is hot or cold? Do you think there are deserts there? Or waterfalls? Do you think it's the same or different to Viet Nam?*

Ask Ss to read the passage quickly to check their answers.

Ss complete the passage with the correct words. Pairs can practise role-playing the completed passage.

Key:

1. hottest	**2.** hotter	**3.** coldest	**4.** coldest
5. colder	**6.** biggest	**7.** highest	**8.** smaller

6 Prepare the slips of paper beforehand for the groups. Alternatively dictate the names of the places and allow Ss to write them on blank slips.

Demonstrate the activity with a student. Turn the slips face down, take one, and make a sentence about it. Allow the St to do the same. Break the class into groups to do the activity. Monitor for mistakes and discuss them as a class at the end.

Grammar

Modal verb: must

Introduction

Review descriptions. Ask Ss to recall the conversation from Getting Started: *'Who is the leader of the Geography Club? Why was Mai late? Are you sometimes late for class? How does your teacher feel? What does your teacher say?'*

7 Ask Ss to read Vy's note and find the uses of 'must'. Refer Ss back to the grammar table if necessary. Discuss the uses of 'must'. Point out the subject, use of modal verb and another verb, e.g. *You must arrive on time*.

Direct Ss to look at the signs at the bottom of the page. Elicit what the *'must'* sentences could be, e.g. Sign 1: *You must be careful in the garden*. Encourage Ss to think of negative sentences with 'must', e.g. *You mustn't step on the flowers.*

Ask questions to check understanding: *When do we say must?* (For rules). Who says sentences like this? (Teachers/Parents).

8 Ask Ss to complete the sentences. Ss can share their ideas in pairs. Discuss answers as a class. As an extension, Ss can act out the sentences, one acting as a teacher, one acting as a student.

Extension

Ss can draw their own signs and ask their classmates to guess the rules.

COMMUNICATION



Extra vocabulary

tent	waterproof coat
torch	map
sun hat	mobile phone

1 **Read the travel guide entry.**

GLOBETROTTER TRAVEL GUIDES

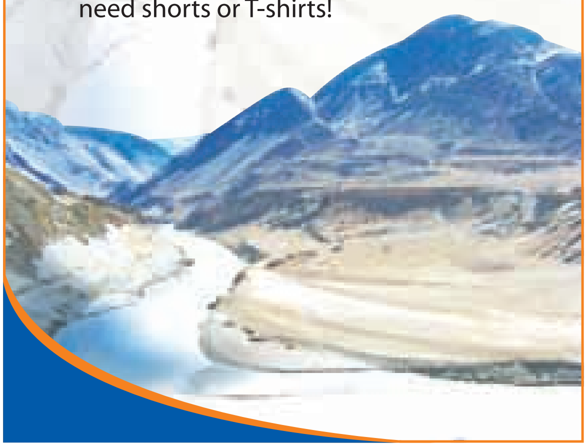
Description

The Himalayas is a mountain range. It's very special. Why? It contains the world's highest mountain – Mount Everest. Some of the world's longest rivers begin here too. The area is diverse, with forests and many kinds of plants and animals.

Travel tips

A trip to the Himalayas is an unforgettable experience. Remember to follow some important advice.

- You must follow the rules – you must ask before you visit the area.
- Plan when to visit: the best time to visit is between April and June.
- You mustn't travel alone. Always go in a group.
- You must tell people where you are going.
- Carry only necessary things.
- Bring the right clothes too – you don't need shorts or T-shirts!



2 **Now make a list of the things you must take to the Himalayas. Then add things you mustn't take.**

MUST	MUSTN'T
Example: compass	

3 **Role-play being a tour guide and a tourist. Tell your partner what to prepare for their trip to the Himalayas. Try to give reasons.**

Example:

A: I want to go to the Himalayas.

B: OK. I think you must take a waterproof coat. It's the highest mountain in the world. It's cold and rainy there!

A: Yes. Anything else?

B: …

4 **Perform your role-play for the class.**

COMMUNICATION

Introduction

Show Ss a travel guide. Ask them what information it contains. Discuss the contents. Then ask who uses travel guides and why people use them.

1 Ask Ss to look at the photo of Mount Everest. Show pictures of the extra vocabulary. Ask Ss to decide whether the objects are useful for going to Mount Everest, e.g. *Must we take a torch to Mount Everest?*

Ask Ss to read the text quickly and check their ideas.

Ask Ss to read the text again and ask some follow-up questions, e.g. W*hat is a mountain range? What do you think diverse means? Have you had any unforgettable experiences?*

2 Ask Ss to use information in the text and their own ideas to fill in the 'must' and 'mustn't' columns.

3 Create your own list and demonstrate the activity with a more able student. Swap roles. Then ask the class to complete the role-play. Ask pairs to demonstrate for the class.

SKILLS 1

Reading

1 **Before you read, look at the pictures below and make predictions about the text. Then read and check your ideas.**

1. Where is the passage from?
2. What is it about?
3. What do you know about the subject?



***Ha Long Bay** is in Quang Ninh Province. It has many islands and caves. The islands are named after things around us! In the bay you can find Rooster and Hen Island (Trong Mai Island) and even Man's Head Island (Dau Nguoi Island). You must take a boat ride around the islands – it's essential! Tuan Chau is the biggest island in Ha Long Bay. There you can enjoy great Vietnamese seafood. You can watch traditional dance. You can join exciting activities. Ha Long Bay is Viet Nam's most beautiful natural wonder.*



Hue is the oldest city in Central Viet Nam. It's near Da Nang, but it's more interesting than Da Nang! It also has the most famous river in Central Viet Nam – the Perfume River. You should take a trip on the river, and you must visit the Imperial City. There you can find museums, galleries, and temples. It's Hue's greatest attraction. But many people travel here just for the cuisine – the food is really good. It's rainy in Hue, so remember to bring an umbrella!

Study Skills

Using a dictionary - Guessing words in context

- Before you look up a word in a dictionary, try to guess its meaning in its context.
- Look at the whole sentence. Also look at the sentences before and after.
- Look at the pictures and any other information that may help.

A: What is a "boat"?
B: It is transport we can use on water.
boat (n): something that travels on water

2 **Find these words in the passages in 1, then check their meaning.**

essential activities attraction cuisine

3 **Read the following sentences. Then tick (✓) true (T) or false (F).**

	T	F
1. In Ha Long Bay, some of the islands look like people or animals.	☐	☐
2. Boat rides around the bay are not much fun.	☐	☐
3. Ha Long Bay is the number one natural wonder in Viet Nam.	☐	☐
4. The Imperial City is an attraction in Da Nang.	☐	☐
5. Many people know of the Perfume River.	☐	☐

4 **Now answer the following questions.**

1. Where is Ha Long Bay?
2. What must you do in the bay?
3. Which part of a trip to Hue is more important – a visit to the Imperial City, or a trip on the river?
4. Why does the writer say 'the food in Hue is really good'?

Speaking

5 **Work in pairs. Make notes about one of the places in the brochure. Use the information in the text and your own ideas.**

6 **Tell your partner about the place.**

Ha Long Bay	Hue

7 **Your friends are visiting your town. Think about what they must and mustn't do while they are there. Role-play the conversation in groups.**

Things they must do/bring: ____________________

Things they mustn't do/bring: ________________

SKILLS 1

Introduction

Ask Ss to compare the text in Communication and Skills 1. Encourage Ss to think of the purpose of the texts and where they might see them. (Point out Travel Tips in the first text. Point out exclamation marks and positive adjectives in the second text.)

1 Ask Ss to read the text quickly to answer the questions and check their ideas from the introduction. Allow pairs to discuss ideas before feeding back as a class.

Study Skills

Discuss the Study Skills with Ss. Alternatively, ask a more able student to teach the skill to the class.

Demonstrate the skill together with Ss by discussing 'essential'.

First ask Ss to find and underline the word. Then discuss other features of the sentence it appears in, e.g. *When you 'must' is it important that you do it? What word has the same meaning as 'essential'?* (must) *What is our definition of 'essential'?* (Something very important/Something you must do.) Allow Ss to check using a dictionary.

Ss repeat the procedure with the other three words.

2 Ask Ss to find the four words in the passages and underline them, then check their meaning.

3 Ask Ss to read the sentences then tick true (T) or false (F). Refer them back to the text for the answers.

Key:	1. T	2. F	3. T	4. F	5. T

4 Read the sentences together with Ss. Set a longer time limit for them to reread the text and answer the quetions. Again ask Ss to note where they found the information that helped them complete the activity. Ss can compare answers before discussing them as a class. Encourage Ss to support their answers with reasons.

Key:

1. Ha Long Bay is in Quang Ninh Province.
2. You must take a boat ride.
3. A visit to the Imperial City is more important.
4. Because people travel there just for the cuisine.

5 Discuss with Ss which things they find interesting/uninteresting about Ha Long Bay and Hue. Brainstorm ideas onto the board.

6 Ask Ss to close their books. Divide Ss into A group and B group. Tell A group to describe Ha Long Bay. Tell B group to describe Hue. Ss use the notes only to help them tell their partner about their place. Ask them to practise their descriptions together, before they rejoin their partners.

7 Show a picture of your town. Tell the class they are visiting it. Review interesting features of your town with Ss. Then ask Ss to suggest some advice. Encourage them to use *must/mustn't.*

SKILLS 2

Listening



1 **Nick's family are in the travel agent's. They want to go on holiday. They are choosing a place from the brochure above. Which place do they choose?**

2 **Listen again and answer the following questions.**

1. What other places does the travel agent talk about?
2. What questions does Nick's mum ask?
3. What advice does the travel agent give?
4. Is Nick happy about the choice?

Writing

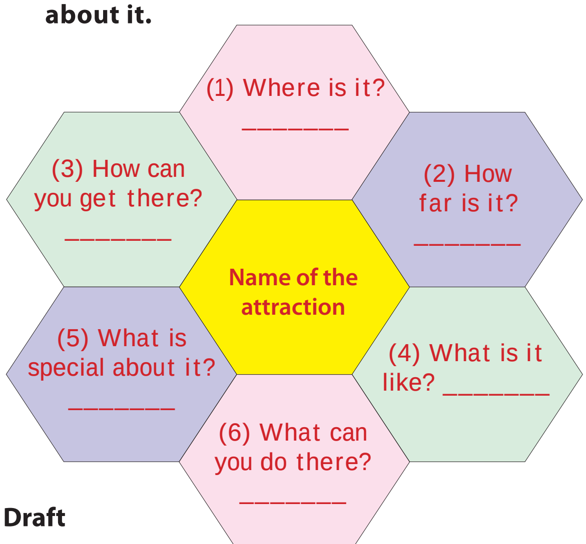
3 **Write a travel guide about a place you know.**

Research

- Do you have pictures or can you draw a map of the place?
- What natural wonders are there?
- How do they compare to other natural wonders?
- What things can you do there? What things must you do?



4 **In notes, fill each blank in the network with the information about the place. Then use these notes to write a short paragraph about it.**



Draft

Write a draft.

Check

Check your draft. Can you improve it? Have you used superlatives correctly? Have you used *must* for orders and advice?

Are your spelling and punctuation correct?

SKILLS 2

Listening

1 Ask Ss to recall the two places in the brochure in Skills 1 (Ha Long Bay and Hue). Ask Ss which one they think Nick's family will choose as their holiday destination. You can put pictures of Hue and Ha Long Bay on opposite walls. Ask Ss to stand next to the place they choose. Ask Ss to explain their choice. Play the recording for the answer.

Audio script:

Travel Agent:	We have some great deals. I recommend Ha Long Bay, Hue, Mui Ne or Nha Trang.
Nick:	Wow! I love the beach. Can we go to Mui Ne, Mum?
Nick's mum:	Well let's think, Nick. Can I see a picture of the hotel in Mui Ne?
Travel Agent:	Yes, here you are.
Nick's mum:	Which is cheaper, Mui Ne or Ha Long Bay?
Travel Agent:	Mui Ne is cheaper but I think Ha Long Bay is more interesting.
Nick's dad:	Yes, you're right! I think I want to go to Ha Long Bay. It's better than Mui Ne.
Nick:	Oh.
Travel Agent:	Yes, it's rainy in Mui Ne at this time of year. You must take umbrellas and waterproof coats.
Nick's mum:	OK, let's book Ha Long Bay please.

2 Read through the questions with Ss and support with any difficulties before they attempt to answer. Play the recording again. Ss share their answers. Play again and allow Ss to check their answers. Encourage Ss to identify the parts of the recording that helped them.

Key:

1. Ha Long Bay, Hue, Mui Ne or Nha Trang.
2. Can T see a picture of the hotel in Mui Ne? / Which is cheaper, Mui Ne or Ha Long Bay?
3. Mui Ne is cheaper but I think Ha long Bay is more interesting.
4. Yes, he is.

Writing

As preparation ask Ss to bring in pictures of places they have been to or find interesting. Alternatively they can draw a picture(s) or a map.

Remind Ss of the steps of the writing process – research, draft, check.

3 Ss present their chosen places using photos/drawings/maps. Choose Ss to show their places to the class. Ask some questions to prepare the class for the activity, e.g. *What natural wonders are there? How do they compare to other natural wonders? What things can you do there? What things must you do?*

4 Ask Ss to make notes about their chosen places. Remind them they do not have to write full sentences. Then, ask Ss to share their notes with their partners. T may read out the notes from some more able Ss to the whole class.

Ss can use the Travel Guide in Communication as their model. Suggest they write a description first, then travel tips next.

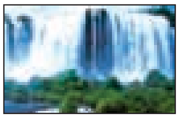
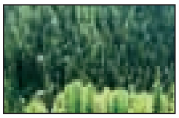
Ss can exchange and read each other's drafts. Encourage Ss to check punctuation and their use of superlatives. Ss can underline parts that could be improved and focus on those areas as they write their final version. If time is limited, T may ask Ss to write the final version at home. Display all or some of the Travel Guide entries on the wall/notice board. Other Ss and T give comments.

LOOKING BACK

Vocabulary

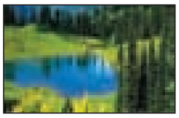
Things in nature

1 Label the things in nature you can see in this picture.

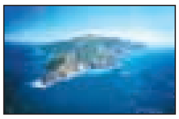
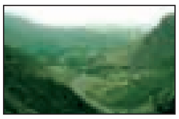




1. ___________ 2. ___________ 3. ___________





4. ___________ 5. ___________ 6. ___________

7. ___________ 8. ___________ 9. ___________

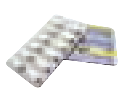
Travel items

2 Write the words.





1. ___________ 2. ___________ 3. ___________


4. ___________ 5. ___________ 6. ___________

Grammar

3 Fill the gaps in the following sentences.

1. It's the ___________ (hot) desert in the world.
2. The Mekong is the ___________ (long) river in Viet Nam.
3. Fansipan is the ___________ (high) mountain in Viet Nam.
4. Ho Chi Minh City is the __________ (large) city in Viet Nam.
5. The boat trip was the ___________ (good) experience of my life.

4 Match the name of a natural wonder in column A with a word/phrase in column B. 1 is an example.

A	B	Your answer
1. Everest	a. bay	*1-d*
2. Loch Lomond	b. desert	....
3. Ha Long	c. freshwater lake	....
4. Ayers	d. mountain	....
5. The Sahara	e. rock	....

5 Work in pairs and practise the conversation below. Discuss all the natural wonders in 4 and any related information you know.

A: What is *Everest*?
B: I think it is *the highest mountain* in the world.
A: What is *Loch Lomond*?
B: I don't know. Do you know it?
A: Yes. It is *the largest freshwater lake* in Great Britain. (or: No, I don't).

Communication

6 Complete the dialogue.

A: It's dangerous to go hiking there. You (1) _____ tell someone where you are going.
B: Yes. And I (2) ______ take a warm coat. It is very cold there.
A: Yes, and you (3) ______ take a mobile phone. It's very important.
B: OK, and I (4) _______ take all necessary things along with me.

Finished! Now you can	✓	✓✓	✓✓✓
• name natural things & travel items • use superlative adjectives to describe the world around you • give orders and advice using *must* and *mustn't*			

LOOKING BACK

This is the review section of the unit. Encourage Ss not to refer back to the unit. Instead they can use what they have learnt during the unit to help them with the questions. That will help T and Ss see how far they have progressed, and which areas need further practice.

The questions in Looking Back match the Now you can... self-assessment statements at the end. Ss should check how well they did at each question and use that information when filling in the self-assessment.

Vocabulary

1 & 2 Ss work individually to do the exercises. Then Ss can check their answers before discussing the answers as a class. However, Ss should keep a record of their original answers so they can use that information in their *Now you can...* statement.

Key:

1 1. mountain 2. waterfall 3. forest 4. cave 5. desert
6. lake 7. beach 8. island 9. valley

2 1. scissors 2. sleeping bag 3. compass
4. torch 5. pain killers 6. plaster

Grammar

3 As above, ask Ss to work individually to complete the sentences.

Key: 1. hottest 2. longest 3. highest
4. largest 5. best

4 Ask Ss to work in pairs and match the name of a natural wonder in column A with a word/phrase in column B. Monitor the activity and offer help to Ss when necessary.

A	B	Your answers
1. Everest	a. bay	1 - d
2. Loch Lomond	b. desert	2 - c
3. Ha Long	c. freshwater lake	3 - a
4. Ayers	d. mountain	4 - e
5. The Sahara	e. rock	5 - b

5 Ask Ss to work in pairs and practise the conversation. Draw Ss' attention to the questions and answers for the information about *Mount Everest* and *Loch Lomond*. Then ask them to discuss all the other natural wonders in **4**. Ask them to provide any related information they know about these natural wonders.

Communication

6 Divide Ss into A group and B group. Allow them to complete their parts of the dialogue. Then Ss act out the dialogue. Choose pairs to demonstrate for the class. T can encourage them to include mimes and actions.

Key: 1. must 2. must
3. must 4. must

PROJECT

HOW WELL DO YOU KNOW VIET NAM?

1 **In groups, ask and answer questions about Viet Nam.**



Example:

A: What's the wettest place in Viet Nam?

B: I think it's ....

WEATHER

What's/wet/place in Viet Nam?
What's/hot/place?
What's/cool/place?
What's/cold/place?

NATURAL ATTRACTION

What's/high/mountain in Viet Nam?
What's/long/river?
What's/big/island?
What's/large/lake?

TRAVELLING

What's/nice/city in Viet Nam?
What's/good/place for tourists to come?
What's/convenient/time of the year to visit it?
What are the reasons?
What's/fast/way to travel around Viet Nam?

2 **Write down what you know about Viet Nam. Talk about the weather, natural wonders and travelling. Start with:** ***"In Viet Nam, the … is …***

Finished!

Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT
How well do you know Viet Nam?

1 Divide the class into groups and ask Ss to recall and describe some interesting places.

Refer pairs to the Travelling, Weather, Natural Attractions prompts at the bottom of the page. Ask pairs to work together to make a quiz for their groups. Ss can prepare 10 questions for their groups. T can form groups of more able Ss and ask them to create their own questions without using the prompts.

Tell pairs to take turns reading their questions to the rest of the group to answer. They can keep a score. Then allow their groupmates to quiz them. Afterwards, suggest groups collaborate to choose their best questions to test the class.

2 Ss work together to write down their answers to the questions in **1**. Ss can draw a map of Viet Nam and write information on it to create a classroom display.

Unit 6 OUR TET HOLIDAY

GETTING STARTED
Happy New Year!

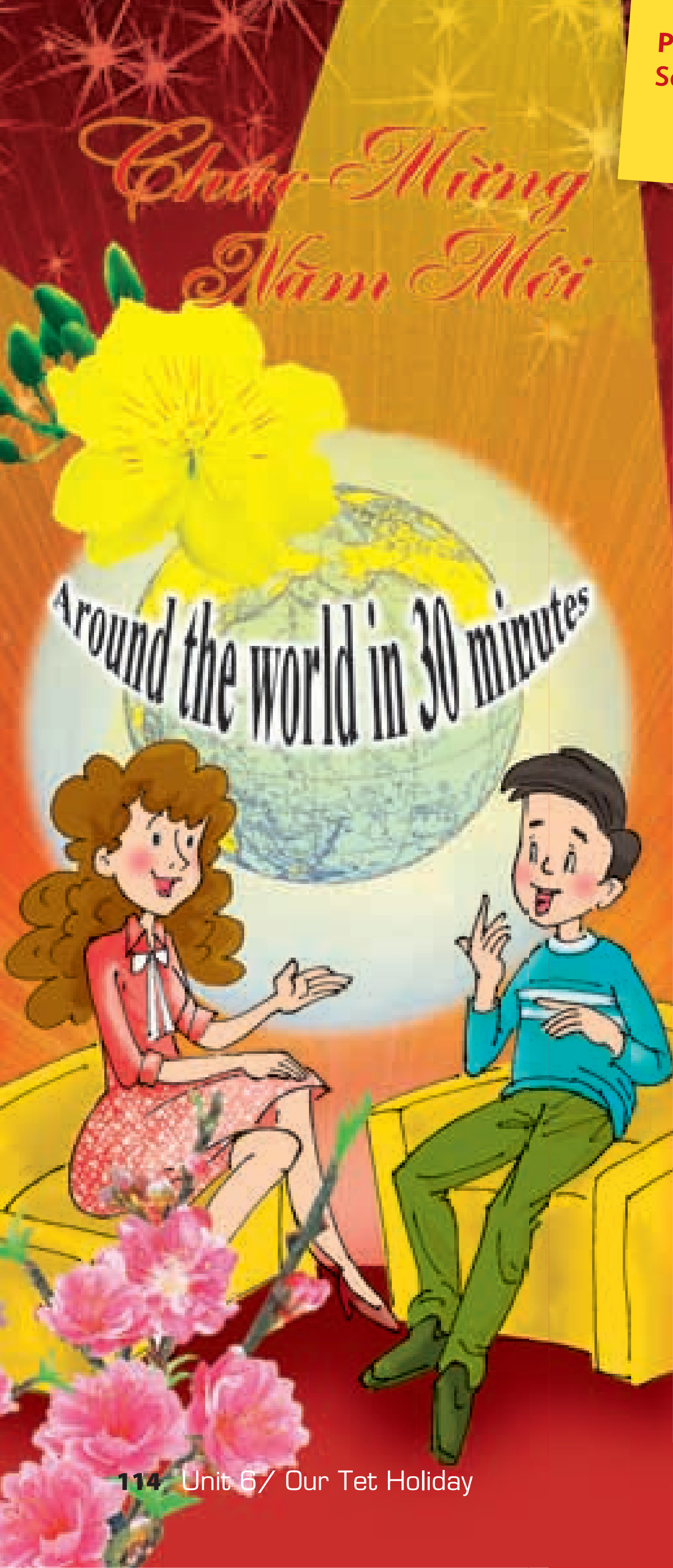
THIS UNIT INCLUDES:

VOCABULARY
Tet things and activities

PRONUNCIATION
Sounds /s/ and /ʃ/

GRAMMAR
will to express intentions
should/shouldn't for advice

COMMUNICATION
Talking about Tet activities and traditions



1 Listen and read.

Interviewer:	Welcome back to 'Around the World in 30 minutes'. Thanks again Sunanta for telling us about New Year celebrations in Thailand. Next we have Phong from Viet Nam. Hi Phong.
Phong :	Hi.
Interviewer:	Your New Year is called Tet, isn't it?
Phong:	That's right.
Interviewer:	The Vietnamese celebrate Tet at different times each year, don't they?
Phong:	Yes. This year, we will celebrate Tet at the end of January.
Interviewer:	What should people do to celebrate Tet?
Phong:	A lot. It's the busiest time of the year.
Interviewer:	What, for example?
Phong:	You should make your house look beautiful at Tet so you should clean and decorate it. You should also buy flowers and plants. But you shouldn't buy fireworks.
Interviewer:	Do you travel during Tet?
Phong:	Not often. Tet is a time for family gatherings.
Interviewer:	Yes, and … Do you eat a lot?
Phong:	Yes, eating great food is the best thing about Tet! Oh, and getting lucky money. Ha ha.
Interviewer:	Great! Thank you, Phong. Coming up, we have Yumiko from Japan ...

Objectives:

By the end of this unit, students can:

- pronounce correctly the sounds /s/ and /ʃ/ in isolation and in context
- extend and practise vocabulary related to '*Tet*': things, activities and practices
- identify and practise the language of intentions (with *will*) and advice (with *should/ shouldn't*)
- get to know New Year practices in some other countries
- write complete sentences from prompts and write a short guided passage

Introduction

Review the previous Unit. To start the lesson, write the word TET on the board and ask Ss to give any words they know relating to the topic. T may allow Ss to give a Vietnamese word and ask other Ss in the class if they know the equivalent in English. Write on the corner of the board a list of the words which Ss cannot translate and ask them to keep a record for later reference when the Unit finishes. Let Ss open their books and start the lesson.

GETTING STARTED
Happy New Year!

1 Ask Ss to look at the first sentence of the listening.

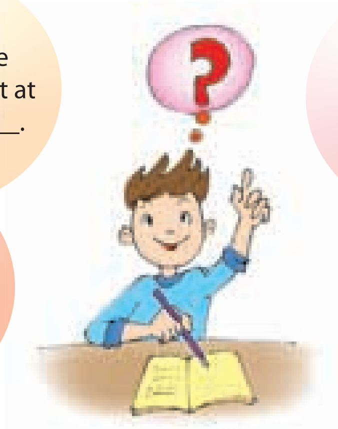
T may ask Ss what they expect to hear in the listening like *'What will they talk about?', 'When is Tet this year?', 'What do you do at Tet?'…* and in this way T may introduce some new words or revise the ones already learnt to prepare Ss well for the listening such as *'celebrate', 'decorate'* and *'fireworks'.* Then play the recording. Ss listen and read. Check to make sure that they pronounce the key words correctly.

2 **Are the following statements true or false according to the conversation in 1? Tick (✓) the correct column.**

Statements	True	False
1. Phong is the first person on the show.		
2. This year, Tet is in February.		
3. People have a lot of fireworks at Tet.		
4. Phong loves eating good food during Tet.		
5. Next, the interviewer will talk to a person from Japan.		

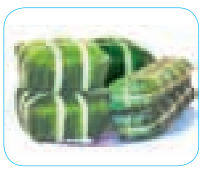
3 **Find the information from 1 and fill the blanks.**

1. This year we will have Tet at __________.
2. We decorate our ______.
3. We buy ______ and ______.
4. We shouldn't burn ______.
5. We eat ______ and get ______ during Tet.
6. Tet is a time for __________.



4 **Write the words/phrases in the box under the appropriate pictures.**






1. ____________ 2. ____________ 3. ____________ 4. ____________






5. ____________ 6. ____________ 7. ____________ 8. ____________

a. lucky money
b. peach blossoms and apricot blossoms
c. *banh chung* and *banh tet*
d. family gathering
e. swimming pool
f. house decorations
g. books
h. school ground

5 **Look at the pictures again. Which pictures do you think are related to Tet?**

6 **Game**

Write down three things or activities you like best about Tet.

Compare your list with the members of your group. Report the results to the class. The group that has the most items wins.

Getting lucky money

____

____

2 Ss work independently. Ideally ask them to answer the questions without referring to the listening. Then allow them to share their answers with their partners before discussing as a class. Ask them to explain why they think a statement is false and they can correct it.

Key: **1.** F **2.** F **3.** F **4.** T **5.** T

3 This work can be done independently or in pairs. Tell Ss to refer back to the conversation to find the information. If there is time, T may ask them if the information given is true and if they can add anything.

Key:
1. This year we will have Tet at the end of January.
2. We decorate our house.
3. We buy flowers and plants.
4. We shouldn't burn fireworks.
5. We eat great food and get lucky money during Tet.
6. Tet is a time for family gatherings.

4 Let Ss do the matching independently as the vocabulary is quite simple and some of them will be familiar to them like *school ground, books, swimming pool*, etc. Go round and check if they are labelling the pictures correctly. T can then check the answers with the whole class and show them how to pronounce each word by saying it and asking them to repeat. Make sure that Ss understand the meanings of the words first.

Key: **1.** b **2.** a **3.** c **4.** e **5.** h **6.** g **7.** f **8.** d

5 Ss can easily answer this question by referring to the pictures. Picture 4 might get different answers from Ss in the south where it's very hot and Ss in the north where Tet is usually the coldest time of the year. This fact is good for Ss as they can learn about the different climates for Tet in different parts of Viet Nam.

Key: *About Tet:* **1** **2** **3** **7** **8**

6 T will demonstrate this game by using the board or, less preferably, taking a piece of paper and writing three things/ activities T likes about Tet. T can then say each of them aloud, using '*I like/ love/ enjoy…*' to make the task clear to Ss. Then T asks Ss to do the same. Go round and provide Ss with any words they would like to use but they don't know. After finishing, Ss can share their likes by sticking their papers onto the walls of the classroom or reading them aloud to their class. If T does not have time for this activity in class, ask Ss to do it at home.

A CLOSER LOOK 1

Vocabulary

Things and activities for Tet

1 Listen and repeat the words in the box.

a. wish	b. fireworks	c. furniture	d. present	e. shopping	f. tree
g. flower	h. relative	i. pagoda	j. calendar	k. special food	

2 Work in groups. Label the pictures with the words in 1.



3 Match the verbs with the suitable nouns.

Verbs	Nouns
go to, cook, visit, give, clean, make, decorate, hang, plant, watch, do, buy	a wish, special food, the furniture, fireworks, lucky money, our house, the shopping, a pagoda, peach blossoms, relatives, trees, a calendar

4 Write the phrases you have formed in 3. The first one is an example.

1. cook special food
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
11. ________________
12. ________________

Pronunciation

/ʃ/ and /s/

5 Listen and repeat the words.

celebrate	shopping	summer
school	spring	wish
special	blossoms	rice
she	should	rubbish

Which words have the sound /ʃ/ and which words have the sound /s/? Listen again and write them in the appropriate columns.

/ʃ/		/s/	

A CLOSER LOOK 1

Vocabulary

Things and activities for Tet

1 Play the recording. Ask Ss to listen carefully and repeat the words. T may ask the whole class to repeat the words first, then divide them into smaller and smaller groups. Observe and make sure that every student is speaking.

2 This work is better done in groups of 2-3 so that Ss can help each other with some vocabulary. In order to avoid repeating the vocabulary task in Getting started, T may ask Ss to look at the pictures first and see if they know the words. Then ask them to do the matching.

Key:	**1.** b	**2.** i	**3.** d	**4.** j	**5.** f	**6.** g
	7. h	**8.** e	**9.** k	**10.** c	**11.** a	

3 Explain that some verbs and nouns go together and some don't, e.g. *plant/ decorate + a tree, but not ~~cook + a tree~~*. T may write a verb on the board (e.g. *read*) and ask them to match the verb with as many nouns as they can find. When T is sure that Ss understand what they have to do, T goes through the words together with them, the verbs first and then the nouns. Check that Ss understand the meanings of the words and let them match. Ask them to work independently first and check with their partners. Alternatively, T may cut up strips of paper with the verbs and nouns separately on them and asks Ss to work in groups to match them. Sometimes more than one answer is possible.

Key:	**1.** cook special food	**2.** go to a pagoda	**3.** give lucky money
	4. visit relatives	**5.** clean the furniture	**6.** decorate our house
	7. plant trees	**8.** make a wish	**9.** hang a calendar
	10. watch fireworks	**11.** do the shopping	**12.** buy peach blossoms

4 This activity is to help Ss remember the vocabulary used in combination.

Pronunciation

/ʃ/ and /s/

5 Practise the sounds /ʃ/ and /s/ together. T may write two Vietnamse words on the board first, e.g. *'xách'* and *'sách'*. Ask Ss to say the words aloud and draw their attention to the difference in the pronunciation of the two words.

Now play the recording and ask Ss to listen carefully first and repeat. Play the recording as many times as necessary. Then ask them to write the words in the two appropriate boxes. Check if they do this correctly.

Key:	/s/: blossoms, summer, rice, celebrate, school, special, spring
	/ʃ/: she, shopping, should, wish, rubbish

6 Listen to the sentences and tick (✓) which has **/ʃ/** and which has **/s/**.

	/ʃ/	/s/
1. We come home every summer.		
2. We should leave early.		
3. I will make a wish.		
4. I'm second in my class.		
5. My mother goes shopping every day.		
6. This is a small garden.		
7. Spring is coming.		

7 Listen and practise reading the short poem. Pay attention to the sounds **/ʃ/** and **/s/**.



Spring is coming!
Tet is coming!
She sells peach blossoms.
Her cheeks shine.
Her eyes smile.
Her smile is shy.
She sells peach blossoms.

A CLOSER LOOK 2

Grammar

should **and** ***shouldn't***



1 Look at the pictures and complete the sentences with ***should*** or ***shouldn't***.



1. Children ____________ climb trees.



2. We ____________ help old people.



3. Students ____________ cheat at exams.

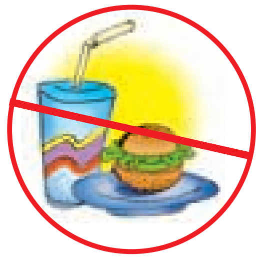


4. We ________ clean our house before Tet.

2 At the TV studio, Phong sees these signs. Complete the sentences with **should** or **shouldn't**.



1. You __________ keep quiet.



2. You __________ eat or drink.



3. You ________ knock before you enter.



4. You ________ run in the studio.



Remember!

We use _________ for things that are good to do.

We use _________ for things that are bad to do.

6 Ask Ss to look at the sentences first and underline any words they think contain the sounds /s/ and /ʃ/. After that T plays the recording and Ss listen and decide which sentence has /s/ and which has /ʃ/. As this task is more difficult than **5**, T may stop after each sentence so that Ss will have time to make a decision.

Key:	/ʃ/: **2, 3, 5**	/s/: **1, 4, 6, 7**

7 Don't take this job too seriously. It's just a way to make the learning of pronunciation entertaining. Allow Ss to practise reading the poem among themselves. Ask them to pay attention to the key words with /s/ and /ʃ/ sounds. Then ask for some volunteers to stand up and read the poem aloud. This reading aloud may be done with groups of 3-4. T may also turn it into a competition to see who/ which group can read the poem most correctly and most expressively.

A CLOSER LOOK 2

Grammar

Should* and *shouldn't

It would help a lot if T refers to the classroom as the place and demonstrates '*run*', '*keep quiet*', '*talk loudly*' ... signs on board and asks Ss for simply '*yes*' (to show it can be done in the classroom) and '*no*' if not. Then T writes examples on board next to the signs, e.g: *We shouldn't talk loudly in class; We should keep quiet in class.*

1 Use the pictures and the language acquired in the previous activity to practise the target language of *'should'/ 'shouldn't'* in more familiar situations. Ask Ss to complete the four sentences. Make sure that they combine '*should*' and the verb correctly.

Key:	**1.** shouldn't	**2.** should	**3.** shouldn't	**4.** should

2 Ask Ss to look at the four signs in the studio and let them complete the sentences. Draw their attention to the fact that it is a TV studio where people are working. Go round and see if they write the sentence correctly.

Key:	**1.** should	**2.** shouldn't	**3.** should	**4.** shouldn't

Remember: Ask Ss to fill the blank for the rule.

We use ***should*** for things that are good to do.

We use ***shouldn't*** for things that are bad to do.

3 Now look at these Tet activities. Tick (✓) the activities children **should** do at Tet. Cross (X) the activities they **shouldn't**.



1. behave well



2. eat lots of sweets



3. plant trees



4. break things



5. go out with friends



6. make a wish



7. fight



8. play cards all night

4 Use the activities in 3, write down the sentences.

Example : We should make a wish.
We shouldn't fight.

____

Grammar

will* and *won't (will not)

1 Read Phong's letter to Tom.



Hi Tom,
How are you?
Tet is coming.
It's our New Year celebration.
Before Tet, my father will repaint our house. I will go shopping with Mum. We won't buy fireworks. We will buy red envelopes for lucky money and some new clothes. At Tet, we won't buy *banh chung*. I will help my parents cook *banh chung* in a very big pot. I can't wait!
I'll write again soon to tell you more!
Phong

2 Use the information from the letter and write full sentences in the two columns.

Will	*Won't*
Example: My father will repaint our house.	*Example:* We won't buy *banh chung*.

Watch out!
Don't use 'to' with *will* or *won't*.
Example:
Dad will to repaint the house. X
Dad will repaint the house. ✓



3 Phong is thinking about his Tet. Write sentences about what he **will** and **won't** do.



Example:
1. Phong will visit his relatives.

3 The phrases illustrated by pictures make their meanings clear. Ss can do the ticking and crossing easily. Suggested answer:

Activities	
1. behave well √	5. go out with friends √
2. eat lots of sweets ×	6. make a wish √
3. plant trees √	7. fight ×
4. break things ×	8. play cards all night ×

4 Ss write the sentences by referring to the activities in **3**. Go round and check for any spelling or grammar mistakes.

Key:
1. We should behave well.
2. We shouldn't eat lots of sweets.
3. We should plant trees.
4. We shouldn't break things.
5. We should go out with friends.
6. We should make a wish.
7. We shouldn't fight.
8. We shouldn't play cards all night.

Grammar

will and won't (will not)

1 Before doing the reading, T may revise some words Ss have learnt in the previous activities like *'go shopping', 'New Year celebration'*, etc. Then ask Ss to read the letter. T may check their understanding of the letter before they move on to activity **2** through simple questions like: *'Who wrote the letter?', What will his father do?'*. Draw Ss' attention to the use of *'will'* by writing 2-3 sentences taken from the letter on to the board and underline the verb group: *will repaint, won't buy*, etc.

2 Allow Ss to refer to the letter while they are doing this task. While Ss are writing, check that they don't make any mistakes with *will*. Check that they don't use *'will'* or the verb after *will* in the third singular form, (e.g. *Phong's father wills repaint the house* or *Phong's father will repaints the house*.) or use *'to'* with the verb (*Phong's father will to repaint the house*.).

Key:
1. My father will repaint our house.
2. I will go shopping with Mum.
3. We will buy red envelopes.
4. I will help my parents cook *banh chung*.
5. I'll write again soon.
6. We won't buy fireworks.
7. We won't buy *banh chung*.

3 Emphasise that Ss write TRUE sentences of what Phong *will/won't* do at Tet. T also reminds them of the kind of words they have to add in order to complete the sentences.

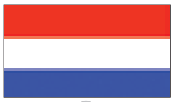
E.g.
1. Phong will play games with his friends.
2. Phong won't sit up late to/ and study.

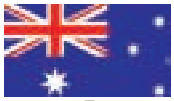
Key:
1. Phong will visit his relatives.
2. Phong will get lucky money.
3. Phong will go out.
4. Phong won't study.
5. Phong won't give a present.



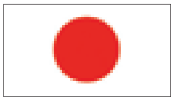
COMMUNICATION

1 **Match the flags with the countries. Then match the countries with their nationalities.**


1

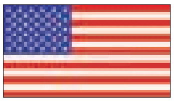

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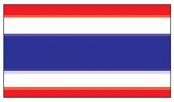

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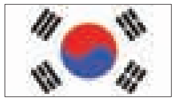

2

Viet Nam, Holland, Japan, the USA, Scotland, Thailand, Korea, Australia


7


3


5


8

Japanese, American, Scottish, Vietnamese, Australian, Dutch, Thai, Korean

2 **Game**

Prepare pictures of flags. Walk around and meet people. Tell them where you are from. They will tell you your nationality.

Example:

A: Hi, I'm from England.
B: You're English.

A: I'm from America.
B: You're American.

3 **People in different countries celebrate New Year differently. Match the four groups of people with the pictures.**

The H'Mong, Viet Nam
The Japanese, Japan
The Scottish, Scotland
The Thai, Thailand

1


3


2


4


4 **Read the four paragraphs below. Use the pictures in 3 to help you decide which group of people celebrates New Year that way.**

Japanese *Scottish* *Thai* *H'Mong*

New Year	People
a. On New Year's Eve, each family kills a rooster. They take some red feathers from the rooster and stick them to the drawings of the Sun in their house. This will start the New Year.	
b. Their New Year is in April, the hottest time of the year. One tradition is to throw water over people. They believe that this activity will bring a lot of rain in the New Year.	
c. At midnight on December 31, temples all over their country ring their bells 108 times. They believe that the ringing bells can remove their bad actions from the previous year.	
d. To welcome the New Year, they clean their houses. The first footer is very important. They believe that the first footer on New Year's Day decides the family's luck for the rest of the year.	

5 **Find and check the meaning of some new words as they are used in the text by matching them with the definitions.**

text	word	definition
a	feathers	an adult male chicken
a	rooster	the covers of a rooster, chicken or bird
c	remove	the first person to enter your home after New Year's Eve
d	first footer	take away

6 **Group work**

Each student chooses two facts from the four paragraphs he/she is most interested in. Write them down and take turns to read them aloud to his/her group. The group decides which group of people he/she is talking about.

COMMUNICATION

1 T may first show Ss the flags of the five countries and ask them if they know the names of the countries, where they are and what else they know about these countries. T may even allow Ss to answer in Vietnamese. The more they can talk about the eight countries and their people the better.

Note: difficulty might arise with 'Scotland' and 'Korea'. T helps them see that Scotland is part of Great Britain and there are 'two' Koreas: North and South.

Ss do the matching of flags and countries.

For the matching of countries and nationalities, T may expect Ss to be able to recognize most depending on the roots *(e.g. America -- > American, Thailand -- > Thai…)*. Ss may need help with 'Dutch' for Holland.

Key:	**1.** Holland	**2.** Japan	**3.** The USA	**4.** Australia
	5. Thailand	**6.** Viet Nam	**7.** Scotland	**8.** Korea

2 It would be fun if T can make 8 hats with the flags at the front. Call 8 Ss and ask them to wear the hats. Divide the class into 4 groups and see which group can call out the right names the most quickly.

If there's no time left, T can perform by putting on each hat, say where he/ she comes from and ask the whole class to say the nationality.

3 Let Ss look at the pictures, discuss and make a guess about which country the pictures are about. Then ask them to match the pictures with the four groups of people. If Ss fail to do this, don't worry. Ask them to keep this question in mind and go to the reading.

Key:	**1.** The Scottish, Scotland	**3.** The H'Mong, Viet Nam
	2. The Thai, Thailand	**4.** The Japanese, Japan

4 Ss are not expected to know of the New Year practices in these four countries. T may help Ss by drawing their attention to some details from the reading and referring to the pictures provided in **3** E.g. *'ringing… bells…'* makes us think of picture 4, Japan. *'throwing water'* is likely for picture 2, Thailand. The two remaining pictures are easy to match as they know that Vietnamese men do not wear that kind of skirt.

In order to help Ss remember the information from the reading, ask them to underline the verbs and the objects of some practices. T may demonstrate this by underlining *'decorate… houses'*. This may help Ss remember the necessary word for activity **6**.

Key:	**a.** H'Mong	**b.** Thai	**c.** Japanese	**d.** Scottish

5 Don't let Ss do this task before they spot the word/ phrase in the reading. Ask them to look at the words/phrases as they are used in the sentence and encourage them to use the context to guess the meanings of the words/ phrases.

Key:
a. the covers of a rooster, chicken or bird
a. an adult male chicken
c. take away
d. the first person to enter your home after New Year's Eve

6 Allow Ss some time to write the two facts they like best down in their notebooks or on a piece of paper. Suggest they write short sentences. T can either have Ss listen to their peers reading and doing the guessing or let them look at the reading and listen to the sentences. As Ss take turns to read, check their pronunciation, especially of the target vocabulary and ask them to read clearly.

SKILLS 1

Reading

1 **Children in different countries are talking about their New Year. Read the passages.**



I often go to Times Square with my parents to welcome the New Year. When the clock strikes midnight, colourful fireworks light up the sky. Everybody around is cheering and singing happily. I love that moment so much.



I love the first day of the New Year most. After getting up we dress beautifully and go to the main room. There my grandparents sit on a sofa. We bow and say our wishes to them. They will give us lucky money in red envelopes. After that, we go out and have a day full of fun, good food and laughter.



I learnt some beliefs about Tet from my parents. At Tet people present rice to wish for enough food, red fruits for happiness. Dogs are lucky animals. Their barking sounds like 'gold'. But one shouldn't present a cat because its cry sounds like the Vietnamese word for poverty. Don't eat shrimps. They move backwards and you will not succeed in the New Year.

2 **Say who the following statements refer to. Number 1 is an example.**

A. Russ B. Wu C. Mai

Statements	Who
1. A dog is a good present.	C
2. The child welcomes the New Year at Times Square.	
3. The child gets lucky money.	
4. Giving rice is wishing for enough food.	
5. The child dresses beautifully.	
6. One shouldn't eat shrimps at the New Year festival.	

3 **Test your memory! Tick (✓) the things which appear in the passages, and cross (X) the ones which don't.**

a. lucky money
b. a day full of fun
c. a cat's cry
d. house decoration
e. fireworks
f. say wishes
g. cheering and singing
h. visit relatives
i. giving rice
j. Trafalgar Square

Speaking

4 **The following practices and beliefs are from the passages in 1. Talk to your friends and say which one(s) you will do or won't do this New Year.**

Examples:

1. Go to Times Square to welcome the New Year.

→ I won't go to the Time Square to welcome the New Year.

2. Have a time full of fun.

→ I will have a time full of fun.

3. Get lucky money from your grandparents.
4. Give your cousin a cat as a present.
5. Eat shrimps.
6. Cheer and sing when the clock strikes midnight.
7. Dress beautifully.
8. Watch fireworks.

SKILLS 1

Reading

1 Ask Ss to look at the pictures of the children and the names of the countries first to have some ideas about which countries they are going to read about. T may ask them if they know how children in these countries spend their New Year, what they like or believe...

Then ask them to read the text. T may allow them to read a second time and underline some words they don't know. Ask them to make a guess first, based on the context. Note: There are new words in the reading like 'strikes midnight', 'good/ bad luck', 'belief' and 'move backwards'. The comprehension of the text cannot be complete without the knowledge of them, so teach these new words.

2 Ss can do this task individually or in pairs. Let Ss look back at the passages as many times as they would like to. Then check with the whole class.

Key:	1. C	2. A	3. B	4. C	5. B	6. C

3 This exercise can be done ideally by asking Ss not to look back at the passages and see how many questions they answer right. You may turn it into a competition between groups then let them refer to the passages and see which one(s) is/ are not right. This is a way for them to learn vocabulary as well as the common practices and beliefs of the New Year.

Key:	Appear:	a	b	c	e	f	g	i
	Don't appear:	d	h	j				

Speaking

4 This task, again, revises what Ss have learnt in **1**, both vocabulary and practices. It will be a good opportunity to encourage Ss to give more activities than the ones provided in the passages.

5 **Work in groups**

Write two popular beliefs you know about the New Year and tell your partners.

Belief 1. ______________________________

Belief 2. ______________________________



6 **Look at the list. Discuss with your friends what you *should* or *shouldn't* do at Tet.**



play games all night	get up early	invite friends home
buy some salt	bring home a black cat	ask for lucky money
play music loud	break things	eat shrimps on New Year's Day

Example:

Student A: We should make a wish.

Student B: I agree. But we shouldn't get up early.

Student C: No, we shouldn't. We should invite friends home, shouldn't we?

Student D: Yes, I think we should.

SKILLS 2

Listening

1 **Mai and her mother are going shopping for Tet. Listen and tick (✓) the things they will buy.**

1. peach blossoms	
2. *banh chung*	
3. new clothes	
4. a tie	
5. sweets	
6. fruit	
7. chocolate biscuits	

2 **Listen again and write the names of the things they will buy for the people in column A.**

A. People	**B. Things**
1. Mai and her brother	
2. Mai's dad	
3. Mai's grandparents	

Writing

3 **Now write an e-mail to a friend about your Tet holiday. Include what you will and won't do. Also include things people should and shouldn't do. Use your notes from Speaking and the rest of the unit to help you.**

To: mi@fastmail.com;

superphong@bamboo.com

Subject: Weekend away!

Dear __________,

I feel very _______. Our Tet holiday is coming.

This year I will ______________________________.

I won't ______________________________.

At Tet, people should ______________________________.

People shouldn't ______________________________.

Write soon,

____

5 Turn this into a free/ open activity for Ss to talk about New Year beliefs both in their country and in others. Don't put emphasis on whether the belief is right or wrong. Get Ss to talk. If they have some difficulty with the words, help them. This is for knowledge development as well as vocabulary.

6 Ask Ss to look at the picture first to remind them of the use of *'should',* which they learnt in Closer Look 2. Make sure that they have ticked or crossed all the activities in the box and that they understand the meanings of the phrases before letting them do the speaking. Encourage responses of *'I agree', 'Yes, we should'* or *'I don't think so'…*

SKILLS 2

Listening

1 Let Ss look at the list and read them aloud. Make sure they pronounce the words correctly. This will help them recognize the key words in the listening. Play the tape two or three times and ask them which words from the list they can hear. Only then should we let them identify whether Mai and her mother will buy the items or not. Draw their attention to the positive and negative forms of the verbs and other signals for positive/ negative answers, e.g. *'yes, dear', 'we don't', 'no, dear'…*

Key:	**1.** peach blossoms	**3.** new clothes	**4.** a tie
	5. sweets	**7.** chocolate biscuits	

Audio script:

Mai:	Mum, shall we buy a branch of peach blossoms?
Mum:	Yes, dear. We'll buy a beautiful one.
Mai:	And how many *banh chung* shall we buy?
Mum:	We won't buy *banh chung*, dear. This year, we'll make them at home.
Mai:	Wow... I like cooking *banh chung*. I will help you with that.
Mum:	Yes, sure. And I'll buy some new clothes for you and your brother.
Mai:	Thank you, Mum. Shall we buy something for Dad, too?
Mum:	Yes, we'll buy a new tie for him.
Mai:	Should we buy something for grandma and grandpa?
Mum:	Yes, of course, dear. We will get them some sweets and…
Mai:	And some fruit...
Mum:	No dear, we shouldn't buy fruit. It's too early. We should wait until the 30th.
Mai:	Yeah, Mum. And don't forget to buy some chocolate biscuits for us.
Mum:	No, I won't, dear. I will buy you the most delicious biscuits.

2 This activity can be done only after the first one has been successfully completed. Ask Ss to look carefully at the list of things Mai and her mother will buy. Then look at the list of people as a guide so that they will focus on these people for the listening.

Key:	**1.** clothes	**2.** a tie	**3.** some sweets

Writing

3 This is a guided writing as a revision of *will*, *should* and Tet vocabulary for Tet practices and plans. For more advanced Ss, T may allow them to 'get out' of this framework and write as they like, e.g. *How the Vietnamese will celebrate Tet in ten years' time.*

LOOKING BACK

Vocabulary

1 **Draw lines to match the actions on the left with the things on the right.**

1. go	a. a wish
2. buy	b. fireworks
3. give	c. special food
4. cook	d. lucky money
5. visit	e. a present
6. clean	f. the furniture
7. grow	g. trees
8. plant	h. flowers
9. make	i. relatives
10. hang	j. to a pagoda
11. watch	k. the calendar
12. break	l. things

2 **Game: "About or Not about Tet?"**

About Tet	Not about Tet
______________	______________
______________	______________
______________	______________

Five volunteers stand in front of the class. They take turns to read aloud each phrase from the list. The quickest student with the right answer gets one point for one right answer. The student with the highest score wins.

Example:

Volunteer A:	play games
Student A:	about Tet
Volunteer B:	go swimming
Student B:	not about Tet

Grammar

3 **Phong is visiting Thailand at their New Year Festival. Look at the list of what he will or will not do. Then write out complete sentences.**

Will	Won't
travel by plane	stay at home
wear shorts and a T-shirt	eat *banh chung*
get wet	go to school
throw water at others	get lucky money
watch the elephants	wait for the first footer



Example:

This year Phong will travel to Thailand.

Phong won't eat *banh chung* in Thailand.

4 **Tom is asking Phong what children in Viet Nam should or shouldn't do at Tet. Listen and fill in the summary with should or shouldn't.**

Phong thinks that children in Viet Nam (1) ______ visit their grandparents at Tet. They (2) ______ also wish them good health. To make their house beautiful they (3) ______ help decorate it with flowers and pictures. But children (4) ______ eat too much. They (5) ______ ask for lucky money, either. One more thing: they (6) ______ make a wish at Tet, too.

LOOKING BACK

Vocabulary

1 The aim of this task is for Ss to revise the vocabulary about Tet which has been taught in the previous parts. Ss can easily complete this task.

Key:						
	1. j	**2.** e	**3.** d	**4.** c	**5.** i	**6.** f
	7. h	**8.** g	**9.** a	**10.** k	**11.** b	**12.** l

2 This game is for Ss to revise the Tet vocabulary, not only in meaning but also in pronunciation. It also trains Ss' memory and quick reactions.

Some phrases might be confusing for Ss to decide whether it's about Tet or not. This is also good as it shows that Ss understand the meaning as well as the situation in which the phrase is used.

Grammar

3 Show Ss a picture of New Year in Thailand and ask if they could still remember anything about New Year Festival in Thailand. Ask them questions like *'When is New Year Festival in Thailand?', 'What is the weather like?', 'Will people throw water at each other?', 'How can you travel to Thailand?* Then ask them to look at the list and make up sentences of what Phong will and won't do in Thailand. T may then ask them if they can add anything.

Key:

Will	***Won't***
Phong will travel by plane.	Phong won't stay at home.
Phong will wear shorts and a T-shirt.	Phong won't eat *banh chung*.
Phong will get wet.	Phong won't go to school.
Phong will throw water at others.	Phong won't get lucky money.
Phong will watch the elephants.	Phong won't wait for the first footer.
--	---

4 All the information in the listening is familiar to Ss, so T can ask Ss to look at the summary first and see how much they can fill in before the listening. This will create an opportunity for Ss to revise both the vocabulary about Tet as well as the use of *"should"*.

Play the recording and check if Ss get the right answer.

Key:			
	1. should	**2.** should	**3.** should
	4. shouldn't	**5.** shouldn't	**6.** should

Audio script:

Tom: Phong, should children in Viet Nam visit their grandparents?

Phong: Yes, they should. And they should wish them good health.

Tom: Do they help decorate their house?

Phong: Of course. They should ...

Tom: Do they eat much?

Phong: They do, but they shouldn't. And they shouldn't ask for lucky money, either.

Tom: Should they make a wish?

Phong: They should, I think.

Communication

5 Rearrange the words in each sentence to make New Year wishes and greetings.

Example:

I/good health and good luck/wish/you
I wish you good health and good luck.

1. I/a Happy New Year/you/wish/.
2. Have/with/great year/your studies/a/!
3. wish/I/in your career/you/success/.
4. wish/I/a joyful/year/you/.

Finished! Now you can...	✓	✓✓	✓✓✓
• use words and phrases for Tet (things and activities)			
• use **will/won't** for intentions			
• use **should/shouldn't** for advice			
• ask and talk about Tet in Viet Nam			

PROJECT I have a dream!

This New Year...



Write down in big letters the three dreams you have for this New Year. Share them with your friends.

Communication

5 Write the word *'wish'* on the board and ask Ss to match it with a verb. Ss are expected to come up with *'make a wish'* as they have learnt it in the previous lesson. Underline *'a wish'* to stress the use of it as a noun. Now write the beginning *"I wish you…"* underneath it and ask Ss to complete it in their own way. Ss may remember and use the phrases already taught *'good health' or 'success'* or *'long life'*; Encourage Ss to create new words/ phrases to complete the sentence. T may then show Ss the pattern: *I wish you + noun*. This pattern will help Ss arrange the 4 sentences in the right order.

Key:

1. I wish you a Happy New Year.
2. Have a great year with your studies.
3. I wish you success in your career.
4. I wish you a joyful year.

Finished!

Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT
I have a dream!

Guide Ss to different kinds of dreams for themselves and for others. Encourage them to have dreams which might be impossible to become true. Tell them to use their imagination, e.g. Tet holiday will be longer.; I will fly to the moon. T can let Ss share with one another by sticking the papers on the wall or asking them to write on the board. Then T can allow them a few minutes to read and decide which might become true and which can't; and if they can, explain why/ why not.

REVIEW 2 (UNITS 4 - 5 - 6)

LANGUAGE

Pronunciation

1 Read these tongue twisters.

1. A cheap ship trip.
2. Mr Tongue Twister will list the best forests to visit.
3. We surely shall see the sun shine soon.

Vocabulary

2 Find in the box the opposites of the words. Write them in the spaces provided.

1. big ____________
2. quiet ____________
3. expensive ____________
4. high ____________
5. happy ____________
6. cold ____________
7. important ____________
8. long ____________
9. polluted ____________
10. interesting ____________

short	
unimportant	
noisy	
cheap	
marvelous	
small	boring
clean	hot
sad	low
exciting	

3 Choose the correct word for each of the definitions.

1. An area of approximately square-shaped land in a city or a town, often including the buildings that surround it. **square/supermarket**
2. The first person visiting your house at Tet. **relative/first footer**
3. Water, especially from a river or stream, dropping from a higher to a lower point, sometimes from a great height. **waterfall/lake**
4. A building, or a room in a building, where you can buy goods or get services. **school/shop**
5. A building where objects of historical, scientific or artistic interest are kept. **theatre/museum**
6. An area, often covered with sand or rocks, where there is very little rain and not many plants. **desert/rocks**
7. To hope or express hope for another person's success or happiness or pleasure on a particular occasion. **wish/greet**
8. Children often receive it in red envelopes at Tet. **lucky money/new clothes**
9. A raised part of the Earth's surface, much larger than a hill. **forest/mountain**

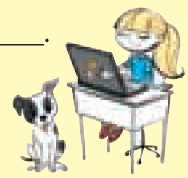
4 Write the words in bold from 3 in the correct group.

1. Places in a village, city or town: ____________
2. Natural wonders: ____________
3. New Year festivals: ____________

Grammar

5 Rewrite the sentences, using the comparative or superlative of the adjectives in 2 above, without changing the meaning.

1. Sweden is much colder than Viet Nam.
   → Viet Nam is ____________.
2. The Andes is longer than all the other mountain ranges in the world.
   → The Andes is the ____________.
3. A motorbike is often cheaper than a car.
   → A car is often ____________.
4. Hoi An is quieter than Ho Chi Minh City.
   → Ho Chi Minh City is ____________.
5. The air in the countryside is often cleaner than that in the city.
   → The air in the city is often ____________.
6. Ba Be Lake is bigger than all the other natural lakes in Viet Nam.
   → Ba Be Lake is the ____________.



6 These are some tips from CEOP, Child Exploitation and Online Protection Centre, a UK police agency (www.ceop.police.uk), about Internet safety. Choose *should* or *shouldn't* to complete the sentences.

When you're going online, creating your webpage, or chatting with someone on the Internet …

- You (1) *should/shouldn't* remember that people you don't know are strangers. You (2) *should/shouldn't* remember that not everyone is who they say they are.
- You (3) *should/shouldn't* keep your personal information private. You (4) *should/shouldn't* give away your secrets, like where you live or the school you go to …
- You (5) *should/shouldn't* be nice to each other online.
- If you feel worried about something happening online, you (6) *should/shouldn't* tell an adult you trust.

7 Complete the text with *will/won't*.

This year we (1. be) ________ at home for the New Year. It (2. be) ________ different! We (3. celebrate) ________ Tet in Singapore, where we (4. spend) ________ three days in the city and two days in Sentosa. Mum says we (5. visit) ________ Universal Studios, and have a Night Safari at the zoo. Do you know what it is? We (6. take) ________ a tram ride and see the tigers and lions right beside us! We (7. go) ________ to Chinatown to see how the Chinese there celebrate the New Year. We (8. cook) ________ *banh chung* this year - I (9. miss) ________ it, but I'm sure we (10. have) ________ lots of fun!

REVIEW 2

Introduction

Tell Ss this Review is for Units 4, 5, and 6. Elicit quickly from Ss the main contents and language focuses of the three units.

Pronunciation

1 Explain to Ss that listening to and reading tongue twisters aloud is a good and funny way to improve their pronunciation. Tell them it's very difficult to say tongue twisters in English so they don't need to worry if they can't do it very well at first.

Tell Ss the first tongue twister is for practising the sounds /ɪ/ and /i:/, the second is for /t/ and /st/, and the third is for /s/ and /ʃ/.

Ask Ss to listen while you play the recording. Have students practise the tongue twisters individually and in pairs. Challenge them to volunteer to say the tongue twisters for the whole class. If time allows, get Ss to compete to say the tongue twisters the best.

Audio script:

1. A cheap ship trip.
2. Mr Tongue Twister will list the best forests to visit.
3. We surely shall see the sun shine soon.

Vocabulary

2 Give Ss enough time to do the task individually. Then tell them they will play the game 'Race to the board'. Copy the adjective list to the board (one copy for each team). Ask for 20 volunteers for 2 teams, each team of 10 students. The two teams stand in 2 lines facing towards the board and when they hear a signal sound from you they will take turns to write the opposites on the board as quickly as they can. The fastest team which has the most correct answers wins.

Key:	1. small	2. noisy	3. cheap	4. low	5. sad
	6. hot	7. unimportant	8. short	9. clean	10. boring

3 Ask Ss to close their books and listen to T reading the definition. Have them guess the words first. Don't give corrections yet. Then ask Ss to open the books and do the task.

Key:	1. square	2. first footer	3. waterfall	4. shop	5. museum
	6. desert	7. wish	8. lucky money	9. mountain	

4 Ask Ss to give some words they know about each of the topics. Then tell them they will put the words in bold in **3** in their appropriate group. Allow Ss to work together for this task.

Key:

1. Places in a village, city or town: square, supermarket, school, shop, theatre, museum
2. Natural wonders: desert, rocks, forest, mountain
3. New Year festivals: wish, greet, lucky money, new clothes

Everyday English

8 Choose the best replies for the questions.

1. What shall we do this afternoon?
2. It's your bicycle, isn't it?
3. They'll go abroad next year, won't they?
4. Shall we walk there?
5. Can you tell me the way to the library please?

   a. Let's play football.
   b. No, let's take the bus. It's coming.
   c. No, it isn't. Mine is over there.
   d. Certainly. Go straight, then turn left…
   e. They're playing football outside.
   f. Yes, they will.

SKILLS

Reading

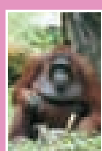
1 Read the website about Singapore and find the names of:

1. a natural attraction
2. an ethnic quarter
3. a place to enjoy art collections
4. a place for the whole family to have fun

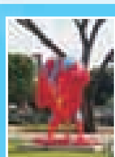
HOME TOURS HOTELS PROMOTION CONTACT

VISIT SINGAPORE!

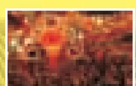
A. Explore the rainforests or wander through the gardens and parks. Also, make a trip to the Zoo, Night Safari or Jurong Bird Park to see some of the world's most frightening and rarest species!



B. Go to the Art Retreat, NUS Museum and the Red Dot Design Museum to enjoy impressive art collections, some of which are among the best and finest from all over the world.



C. People say diversity doesn't get any wider than in Singapore. Feel culture around you in the ethnic quarters like Chinatown, Kampong Glam and Little India with all-year-round festivals and celebrations.



D. Families looking for exciting adventurous activities must come to Sentosa, where they can visit historical monuments, as well as world-class entertainment spots, including Resorts World Sentosa.



2 Read the website again. Match the paragraphs with four of the headings.

a. Family
b. Sports
c. Culture
d. Arts
e. Nature
f. Shopping

3 Answer the questions.

1. Where should you go in Singapore if you want to see the nature?
2. What is the special thing about Singapore's museums and galleries?
3. When do the festivals and celebrations in the ethnic quarters take place?
4. What can families do in Sentosa?

Speaking

4 Work in pairs. Ask your friend if she/he has a chance to go to Singapore, which place he/she wants to go to and why.

Listening

5 Listen to Mai's family talking to a travel agent about their trip to Singapore. When do they want to go there?

6 Listen again. Decide if these sentences are True (T) or False (F).

1. The family will spend a week in Singapore.
2. They will do a lot of shopping.
3. Bukit Timah is a natural attraction.
4. Mai and Bin searched for information about Singapore on the Internet.
5. They will see some celebrations in Chinatown.
6. They must book their air tickets early.

Writing

7 Write the contents of a website introducing the city/town where you live or the nearest city/town to where you live. Choose four of these headings to include in your writing:

- Culture: e.g. What are the typical festivals?
- Arts: e.g. Are there any museums or galleries?
- Nature: e.g. Are there any forests, mountains, or lakes?
- Sports: e.g. What are the most popular sports?
- Shopping: e.g. Where's a good place for shopping? What can people buy there?
- Family: e.g. Are there any activities for family?
- Hotels: e.g. What are some good hotels to stay in?

Grammar

5 Do the first sentence with Ss as a model. Ask them to identify the adjective (cold). Ask them to give the opposite, then elicit the new sentence beginning with the subject "Viet Nam". Tell them to do similarly with the rest, and they can find the opposites in the word lists in 2.

Key:

1. Viet Nam is much hotter than Sweden.
2. The Andes is the longest mountain range in the world.
3. A car is often more expensive than a motorbike.
4. Ho Chi Minh City is noisier than Hoi An.
5. The air in the city is often more polluted than the air in the countryside.
6. Ba Be Lake is the biggest natural lake in Viet Nam.

6 Ask Ss how often they go online, and what they often do online (searching for information, playing interactive games, chatting, watching videos, creating a personal webpage, etc.). Tell them the Internet is useful, but sometimes it can be dangerous because it is difficult to say if the information they receive can really be trusted. Explain CEOP is a police agency of the UK government, which helps reduce child exploitation and protects children when they go online.

Key: 1. should 2. should 3. should 4. shouldn't 5. should 6. should

7 Revise with Ss how *will/won't* is used. Ask Ss to look for clues from the surrounding words to decide if they need to use *will* or *won't*. After they have finished, provide corrective feedback and have Ss read the passage out loud. Encourage them to use the contraction ___'ll.

Key:

1. won't be	2. will be	3. will celebrate	4. will spend	5. will visit
6. will take	7. will go	8. won't cook	9. will miss	10. will have

Everyday English

8 Ask Ss to work in pairs to match the questions with the replies to make mini dialogues, provide feedback for them, then ask them to practise saying the dialogues together.

Key: 1. a 2. c 3. f 4. b 5. d

SKILLS

Reading

Introduction

Before you start, review with Ss the characteristics of advertisements and of websites.

1 Tell Ss now they will need to read the website quickly to find the names of the places.

Key:
1. The Zoo, Night Safari, Jurong Bird Park
2. Chinatown, Kampong Glam, Little India
3. Art Retreat, NUS Museum, Red Dot Design Museum
4. Resorts World Sentosa

2 Have Ss underline key content words in each paragraph and ask them in which topic these content words are. Also, ask Ss to look at the photo to guess. Then ask them to do the task and give feedback.

Key: A. e B. d C. c D. a

3 Have Ss work in pairs to ask and answer the questions.

Key:
1. Rainforests, gardens, parks, the Zoo, Night Safari, Jurong Bird Park.
2. They have impressive art collections, some of which are among the best and finest from all over the world.
3. They happen all year round.
4. They can have adventurous activities, visit historical monuments, or go to Resorts World Sentosa.

Speaking

4 Have Ss look back at the places mentioned in the website above. Tell them which place you would like to go to and explain why. Ask Ss to do the same with their friend.

Listening

5 Explain that Mai's family will go to Singapore for a holiday. Ask Ss to listen and tell you when the family plans to go there. Play the recording, then let Ss give reasons for their answers. Accept all possible answers.

Key: Mai's family will go to Singapore at Tet.

6 Go through the statements with Ss. Ask them to identify key words that carry important information. Play the recording again. Ask for answers, and encourage Ss to give reasons for their answers.

Key:	**1.** F (They will stay there for five days.)			**2.** F (There's not much shopping.)
	3. T	**4.** T	**5.** T	**6.** T

Audio script:

Travel agent:	Now we have an exciting program for you…
Mai's Mother:	So we'll have five days… Not too much shopping… Do you think we can visit somewhere natural?
Travel agent:	Oh yes, on the first day you will go to Bukit Timah Nature Reserve…
Mai:	The tallest hill in Singapore is there, isn't it?
Travel agent:	Yes, it is! Did you read that on our website?
Mai:	Yes, I did. And will we go to Sentosa? Bin and I saw the video on the Internet.
Travel agent:	Of course! You must visit Universal Studios. It's really fun!
Mai's Father:	That's great. We also want to go to Chinatown also. You know, it will be the Tet holiday then…
Travel agent:	So you will go at Tet? You must book the air tickets early because it's a busy time of the year. There'll be many festive celebrations and you'll really enjoy yourselves…

Writing

7 Ask Ss to look at the website in **1** again for the format and the contents. Go through each heading with Ss and brainstorm the information that applies your city/town or the nearest city/town to where you live. Add more questions. If there is one, bring a factfile or a tourism flyer of your city/town or the nearest city/town to where you live. Allow Ss to work in groups of 4, and each group member will write about one heading only.

Chịu trách nhiệm xuất bản :
Chủ tịch Hội đồng Thành viên MẠC VĂN THIỆN
Tổng Giám đốc kiêm Tổng biên tập GS.TS. VŨ VĂN HÙNG

Biên tập lần đầu : TRẦN THỊ KHÁNH - TRẦN THU HÀ - ELIZABETH ANNE HOLLINS
Biên tập tái bản : LÊ THỊ HUỆ
Biên tập mĩ thuật : NGUYỄN BÍCH LA
Trình bày bìa và minh hoạ : NGUYỄN BÍCH LA
Thiết kế sách : THÁI THANH VÂN
Sửa bản in : ĐỖ THỊ BÍCH LIÊN
Chế bản tại : CÔNG TY CỔ PHẦN MĨ THUẬT VÀ TRUYỀN THÔNG

Sách được biên soạn, biên tập, thiết kế với sự cộng tác của Tập đoàn Xuất bản Giáo dục Pearson.
Trong sách có sử dụng một số ảnh từ Internet.

TIẾNG ANH 6 – SÁCH GIÁO VIÊN – TẬP MỘT

Mã số : 2G624T5
In : .... bản (QĐ.........), khổ 19 x 27 cm. Tại : ....
Số đăng kí KHXB : 01 - 2015/CXB/132 - 902/GD
In xong và nộp lưu chiểu tháng ... năm 2015.